Faculty Handbook

Assiniboine College is privileged to provide learning opportunities on the lands of the Dakota Oyate, Nakoda Oyate, Ininiwak, Nehethowak, Nehiyawak, Anishininewuk, Denesuline, Anishinaabeg, and the National Homeland of the Red River Métis.

Prepared by:
Centre for Learning and Innovation

Version 2 (June 2025)

assiniboine.net/cli

Assiniboine College

Land Acknowledgement

Assiniboine College is privileged to provide learning opportunities on the lands of the Dakota Oyate, Nakoda Oyate, Anishinaabek, Ininiwak, Nehethowak, Nehiyawak, Anishininewuk, Denesuline, and the National Homeland of the Red River Métis.

Active Offer

For alternate format, please contact CLI@assiniboine.net

Positionality Statement

The CLI team recognizes the diversity of identities within our team and the broader Assiniboine College community. We recognize that creating a truly inclusive environment is an ongoing journey, and we are committed to learning, growing, and taking meaningful actions to ensure everyone in our community feels a sense of belonging and value. We acknowledge that our work operates within systems shaped by diverse identities, histories, and perspectives, and we are committed to integrating principles of anti-racism, decolonization, inclusivity, accessibility, and lifelong learning. We value transparent, respectful communication and welcome feedback to ensure our practices and resources remain intentional, accurate, responsive, and inclusive. Through this commitment, we aim to model educational excellence while fostering an equitable and collaborative community.

Acknowledgements

The development of the inaugural iteration of this document was made possible through the dedicated efforts of Assiniboine College's Learning Commons team. Special recognition is extended to Lynn Cliplef and Caitlin Munn for their significant contributions, as well as to Scout Rexe for their exceptional editing expertise and added insights. All were instrumental in bringing this resource to fruition.

Continuous Quality Improvement and Feedback

The Centre for Learning and Innovation (CLI) is committed to continuous quality improvement. As part of this process, we understand the importance of receiving feedback from those in our community that will be sharing and utilizing this resource.

Please help us to ensure the next iteration meets your expectations by providing us with responses to the questions posed in the form:

Faculty Handbook Feedback Form

You may also use the QR code to access it.

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Faculty Handbook

Part 1 – Welcome

Welcome to Assiniboine College! This handbook introduces you to the values and mission that shape our work in delivering applied education and hands-on learning. At Assiniboine, we are committed to creating a collaborative, inclusive, and supportive environment that prepares students to succeed as job-ready graduates. Our focus on reconciliation, justice, equity, diversity, and inclusion ensures that all students and staff feel valued and respected as members of our community. This handbook is your guide to understanding these commitments and how they connect to your work as an educator.

We are excited to have you join our faculty and contribute to our shared mission of transforming lives and strengthening communities through learning.

The Faculty Handbook

This Faculty Handbook is designed to support your journey as a faculty member at Assiniboine College. Whether you are just beginning or building upon your experience, this resource provides practical tools, insights, and references to help you excel in your role.

Rooted in Assiniboine's commitment to applied education, inclusivity, and student success, the handbook aligns with the [Academic Charter](#), [Instructional Charter](#), and other key college strategies, plans, policies, and standards. It outlines foundational principles, teaching strategies, and professional standards to guide your contributions to creating engaging, hands-on learning environments.

As you explore this handbook, you will find resources tailored to Assiniboine's unique programs that prioritize career readiness, reconciliation, and justice, equity, diversity, and inclusion. Together, these resources reflect Assiniboine's mission to transform lives through learning.

Throughout this handbook, you will find reflective questions to help you evaluate your teaching, consider your impact on learners, and explore ways to enhance your approach. These questions are designed to support continuous growth and align with Assiniboine's emphasis on self-reflection as a tool for teaching excellence.

You can use this handbook as:

- A Reference Guide: Navigate directly to sections that address specific questions or challenges.
- A Professional Development Tool: Reflect on your teaching practice and explore strategies for growth.
- A Connection to Resources: Find links to policies, supports, and contacts to help you succeed.

Whether you choose to read it sequentially or focus on topics most relevant to your needs, this handbook is designed to evolve with you, supporting your journey as an educator and ensuring you have the tools to create meaningful, applied learning experiences for students.

Purpose of the Faculty Handbook

The Faculty Handbook serves as a comprehensive guide to the standards, policies, and practices that shape teaching and learning at Assiniboine College. It is your go-to resource for understanding your responsibilities, aligning with institutional goals, and accessing support as a faculty member.

This handbook reflects the college's commitment to applied education and equity, emphasizing strategies to empower students and create inclusive classrooms. By bringing together key information on teaching, program quality, and professional development, it supports you in delivering high-quality, student-centered education.

Development of the Handbook

The Faculty Handbook has been developed by the Centre for Learning and Innovation (CLI). Rooted in the principles outlined in Assiniboine's Strategic Plan, Academic Plan, Accessibility Plan, Indigenization Strategy, Academic Charter and Instructional Charter, it is designed to support the unique needs of educators at Assiniboine College.

Informed by evidence-based practices in post-secondary and adult education, the handbook integrates key principles such as Universal Design for Learning (UDL), reconciliation, and justice, equity, diversity, and inclusion (JEDI). It will be updated regularly to ensure it remains responsive to emerging trends, institutional priorities, and the evolving needs of faculty and students.

Welcome Message from the Vice President Academic (VPA)

Welcome to Assiniboine!

Thank you for choosing to teach with us, and for taking on the challenge of sharing your knowledge and expertise with the next generation. Teaching is a rewarding profession.

We at Assiniboine pride ourselves on our educational philosophy of "Learn by Doing," focusing on developing student skills, knowledge, and attitudes needed for success in the workplace, and/or further education and training.

There are many supports and services available to you as you begin your teaching journey here. Please review the Instructional Charter for an understanding of our professional standards. I encourage you to join a workshop, a community of practice, take a course, meet other faculty members. We are a learning community together.

Best wishes to you in your new teaching assignment,

Dr. Deanna Rexe

Welcome from the Centre for Learning and Innovation (CLI) Team

The Centre for Learning and Innovation (CLI) is here to support you as you navigate the opportunities and challenges of teaching in a dynamic, applied learning environment.

At CLI, we offer workshops, resources, and one-on-one consultations to help you refine your teaching practice, integrate innovative strategies, and enhance student engagement. From course design and assessment development to leveraging technology for interactive learning to optimizing your utilization of the learning management system (Moodle), our team is dedicated to helping you succeed.

We believe in fostering a culture of collaboration and reflective practice among faculty. Whether you are exploring new teaching methods, indigenizing your curriculum, or adapting to emerging trends, CLI is your partner in professional growth and excellence.

Overview of Assiniboine's Vision and Mission

Assiniboine College is dedicated to providing exceptional learning experiences that transform lives and strengthen Manitoba through applied education and research.

- Our Vision: "Exceptional learning experiences."
- Our Mission: "Transforming lives and strengthening Manitoba through applied education and research."

These guiding principles shape our programs, partnerships, and the educational environment we cultivate, ensuring that we meet the needs of our students and the broader community. You and the work you do are a key part of making this vision and mission a reality.

To learn more about Assiniboine's mission, vision, and strategic priorities, review the Strategic Plan 2030.

Your Role as Faculty

As a faculty member at Assiniboine College, you hold a critical role in delivering applied education that prepares students for meaningful careers. This role is guided by the principles outlined in the Instructional Charter, which emphasizes professionalism, collaboration, and alignment with institutional values. Faculty at Assiniboine are "dual professionals," combining deep expertise in their discipline with the skills and pedagogy required to facilitate effective, student-centered learning.

Transitioning from Industry to Post-Secondary: Embracing Dual Professionalism

Dual professionalism refers to the integration of your professional expertise in your field with your role as an educator committed to teaching excellence. Transitioning from industry to post-secondary often requires adopting new mindsets and practices to navigate this dual responsibility.

- Bridging the Gap Between Practice and Theory: Leverage your industry experience to create applied learning opportunities, such as real-world case studies or problem-solving scenarios. Reflect on how your practical knowledge aligns with program and course learning outcomes.

- Developing Pedagogical Skills: Teaching requires skills distinct from those used in industry. Engage in faculty development opportunities through the Centre for Learning and Innovation (CLI) to strengthen areas such as course design, assessment creation, and classroom management.
- Adapting to Academic Culture: Academic roles involve collaboration with colleagues, participation in program development, and adherence to policies and standards such as the Academic Charter. Build connections with colleagues to learn more about academic processes, including course design and institutional priorities.

College Policies: Implications for Faculty Roles and Responsibilities

Assiniboine College's policies provide the framework for your role as a faculty member, ensuring clarity in expectations and responsibilities. These policies support the college's mission by fostering a fair, inclusive, and effective learning environment. To fully understand and align to these policies, always consult the Assiniboine Academic Policies.

As a faculty member, it is your responsibility to:

Stay Informed: Regularly review policies and updates through the Academic Policies page.
Communicate Clearly: Include relevant policies in your course outlines and discuss them with students during the first week of class.
Model Ethical Behavior: Demonstrate adherence to college policies in teaching, assessment, and interactions with students and colleagues.
Seek Support: When in doubt, consult your chairperson, the Registrar's Office, or the Centre for Learning and Innovation (CLI) for clarification or guidance.

Familiarity with Assiniboine's policies is essential for your success as a faculty member. Use the Academic Policies page as your primary resource and integrate these policies into your teaching and professional practices. By doing so, you contribute to a fair, transparent, and supportive learning environment that reflects the college's values. If you have any questions about Academic Policies at Assiniboine, please reach out to your supervisor.

Commitments to Student Success

At Assiniboine College, student success is at the core of our mission to transform lives and strengthen communities through applied education. The college is committed to creating supportive, inclusive, and engaging learning environments that empower students to achieve their personal, academic, and career goals.

As highlighted in the Strategic Plan, student success is inherently tied to a strong sense of belonging and well-being. Through intentional curriculum development and thoughtful program design, we foster inclusive spaces where every learner feels welcome, valued, and supported. By prioritizing community-building and student wellness, we create the conditions for learners to thrive.

The Academic Plan serves as a roadmap to advance Assiniboine's Strategic Plan, placing student success at its core. It outlines clear priorities and strategies to enhance engagement, improve retention and graduation rates, and align programs and supports with the evolving needs of learners. Through this commitment, Assiniboine ensures that every student is equipped to succeed academically, personally, and professionally. Assiniboine defines student success as

fostering an environment where learners feel supported in their academic journeys and prepared for meaningful careers. Faculty play a critical role in advancing these commitments by:

- Creating inclusive and engaging classroom environments.
- Building meaningful connections with students that foster trust and encouragement.
- Connecting students to institutional supports, including academic advising, wellness resources, and accessibility services.

These efforts ensure that student success extends beyond academic achievements, preparing graduates to thrive in their careers and communities. For additional resources, faculty can explore Assiniboine's Student Supports and professional development opportunities through the Centre for Learning and Innovation.

Reflect as You Read

- How do Assiniboine's commitments to applied education and inclusivity align with your own teaching philosophy?
- Consider how your role as an educator contributes to the college's mission of transforming lives and strengthening communities.
- What excites you most about contributing to Assiniboine's applied education model?

Commitments to Reconciliation

Assiniboine College is committed to reconciliation and acknowledges the role of education in addressing the ongoing impacts of colonialism and creating a more equitable society. Guided by our Indigenization Strategy and in alignment with national and international frameworks such as the Truth and Reconciliation Commission (TRC) Calls to Action, Calls for Justice from the National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG), and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), we are actively working to integrate Indigenous perspectives and ways of knowing, being, and doing into all aspects of the college. Assiniboine has endorsed the Colleges and Institutes Canada Indigenous Education Protocol, reinforcing our commitment to Indigenous learners and communities. Further, Assiniboine College has signed the Indigenous Education Blueprint, committing to actioning the Truth and Reconciliation Commission's recommendations on education.

The Indigenization Strategy outlines critical actions for reconciliation related to curriculum, teaching and learning, academic oversight, access programs, community programs, student services, and funding. To learn more, refer to Assiniboine's Indigenization Strategy and explore additional resources to support your efforts in advancing reconciliation.

Commitments to Justice, Equity, Diversity, and Inclusion (JEDI)

Assiniboine College is steadfast in its commitment to Justice, Equity, Diversity, and Inclusion (JEDI), recognizing that these principles are essential to fostering a welcoming, respectful, and inclusive environment. As outlined in the JEDI Policy (M18), the college ensures that fairness, respect, and equity are embedded across all aspects of its operations, reflecting Assiniboine's strategic vision of creating spaces where everyone can thrive.

What JEDI means at Assiniboine:

- Justice

The fair treatment in access, opportunity, and advancement for all members of the college community, while striving to identify and eliminate barriers that have prevented the full participation of some groups.

- Equity

The active commitment to fair outcomes for all by providing opportunities and support based on individual needs and circumstances.

- Diversity

The representation of different and unique characteristics, including but not limited to ethnicity, race, gender, gender identity, sexual orientation, age, social class, physical ability, or attributes, religious or ethical values, national origin, and political beliefs.

- Inclusion

The active and intentional engagement with diversity to create an environment where all individuals feel valued, respected, and have equal access to opportunities and resources.

Faculty play a pivotal role in advancing JEDI by integrating these principles into teaching practices, curriculum design, and classroom interactions. By doing so, faculty contribute to Assiniboine's goal of nurturing a sense of belonging for all students and staff.

To learn more, review the JEDI Policy (M18) and explore Teaching Resources through the Centre for Learning and Innovation (CLI) to support equity-focused teaching and collaboration.

Culture of Academic Integrity

At Assiniboine College, academic integrity is a shared commitment to fostering honesty, trust, fairness, respect, responsibility, and courage within our learning community. These values, as outlined by the International Center for Academic Integrity (ICAI), guide our efforts to promote ethical behavior and support meaningful learning experiences. You can access posters with these values for use in the classroom or in Moodle, in the Academic Integrity for Faculty Library Guide. The following are the outlined values:

- Honesty: Your quest for honesty should always be apparent. Be authentic in everything you do, not just in your schoolwork.
- Trust: Reach your fullest potential. Trust accrues over time and is built by what you do, not just what you say.
- Fairness: Be transparent, have reasonable expectations, and do your own work. Fairness is for everyone, not just some.
- Respect: Respect the work of others, value diverse opinions, and acknowledge ideas that are not your own. Our world is stronger when more voices are heard.
- Responsibility: Be reliable, lead by example, and hold yourself and others accountable. How different could the world be if we all take responsibility for our own actions?

- Courage: Standing up for what is right takes determination, commitment and conviction. Have the courage to speak up and speak out, even if you're afraid or unsure.

As outlined in Policy A25: Academic Integrity, the college expects all academic work to be authentic and reflective of each learner's efforts. By embracing the ICAI values, Assiniboine fosters a culture where academic integrity is not only an expectation but also a shared responsibility.

Rather than focusing solely on rules and enforcement, our approach emphasizes education, prevention, and support. By helping students develop the skills and understanding needed to succeed ethically in their academic and professional lives, we aim to instill principles they will carry into their careers and communities.

Faculty are integral to promoting a positive culture of academic integrity through:

- Education and Support: Embedding discussions about academic integrity into course content and providing clear examples of ethical practices.
- Designing for Success: Creating assessments that encourage original and critical thinking and reduce opportunities for misconduct.
- Modeling Ethical Behavior: Demonstrating integrity in teaching, research, and professional interactions to inspire students.
- Empowering Students: Encouraging open dialogue about academic expectations and guiding students toward available resources.
- Preventing Misconduct: Implementing proactive measures to deter academic misconduct such as cheating and plagiarism.
- Detecting Violations: Identifying potential misconduct utilizing tools, techniques, and procedures to identify instances of academic misconduct.
- Responding to Breaches: Understanding the protocols for reporting and addressing academic misconduct.

By fostering these values and leveraging available resources, faculty help build a culture of academic integrity that strengthens the learning environment and enhances the quality and credibility of education at Assiniboine College.

To support faculty in this effort, Assiniboine College provides the Academic Integrity for Faculty Guide and Teaching Resources on academic integrity, which offer practical strategies and tools to promote and uphold integrity in teaching and assessment.

Reflective Practice in Teaching

Reflective practice is a cornerstone of teaching excellence at Assiniboine College, rooted in evidence-based frameworks that emphasize continuous learning and improvement. As described in the Instructional Charter, this involves considering how you enact your teaching beliefs, how your understanding of teaching practices has evolved over time, the steps you have taken to enhance or adapt your approaches, and the new innovations you have incorporated into your teaching.

The goal of reflective practice is to "to continually improve one's own efficacy and abilities as an educator" (Machost & Stains, 2023, p. 2). To support this ongoing improvement, there are various frameworks available that offer structured approaches for meaningful self-assessment and growth. Models such as Gibbs' Reflective Cycle and Schön's reflection-in-action and reflection-on-action provide tools to examine teaching experiences at different levels and stages. By exploring these frameworks, educators can discover approaches that work best for them, deepen their reflections, and refine their practices to create effective and engaging learning experiences for their students. To learn more about reflective practices and explore tools and frameworks, you can refer to [Reflective Practices in Education: A Primer for Practitioners by Machost and Stains (2023)](.).

By embedding reflective practice into your routine, you are actively contributing to a culture of continuous improvement and excellence. This approach not only supports student success but also enhances your adaptability and effectiveness as a faculty member.

Part 1 Closing Reflection

Reflect on your role as a member of the Assiniboine faculty and how you can contribute to the college's mission of applied education.

- How does Assiniboine's mission of applied education align with your teaching philosophy?
- In what ways can you better incorporate JEDI (Justice, Equity, Diversity, and Inclusion) principles and reconciliation actions into your classroom culture?
- How can you mentor colleagues to uphold and integrate the commitments outlined in the [Academic and Instructional Charters](.)?
- How does fostering academic integrity contribute to creating a positive learning environment for students? How does it support academic excellence?
- How might you use the resources provided by the CLI to enhance your teaching practice?
- What specific areas of this handbook will you prioritize as you plan your courses and professional development?

Part 1 Conclusion

As you embark on your journey at Assiniboine College, remember that our mission of applied education and commitment to inclusivity provide the foundation for everything we do. Whether supporting students, collaborating with colleagues, or contributing to program development, your role as faculty is vital in creating meaningful learning experiences.

In the next section, we'll explore the foundational tools and strategies that will help you succeed in your role, ensuring alignment with Assiniboine's mission and values.

Getting Started for New Faculty

If you're coming from industry and stepping into a classroom for the first time, this section is to help you feel confident, prepared, and supported during your start to teaching. You know your field and now it's time to connect with learners, share your expertise, and grow into your role as an educator.

Whether you have two weeks, two days, or two hours to prepare, this section offers:

- Practical advice
- Classroom-ready strategies
- Just-in-time answers for common questions.

You don't need to have all the answers on Day 1. We'll help you get started and grow from there. Please see the end of this chapter for a Getting Started Checklist.

Welcome to Teaching

Feeling nervous is completely normal. What matters most is your willingness to learn, connect, and show up for students. You don't need to be perfect. You just need to be present and open to the learning process. The college community is here to support you as you grow into this meaningful new role.

From Industry to Education: Shifting Your Mindset

Teaching in a college setting builds on many skills you may already use in your work such as mentoring, demonstrating, coaching, or managing. These experiences give you a strong foundation. You already know how to explain concepts, support growth, and guide others toward skill development.

At the same time, post-secondary teaching introduces some important shifts. In the classroom, your role is not only to deliver content, but to create an environment where students can actively explore, question, and make meaning for themselves. You'll still offer guidance and structure, but you'll also need to step back at times and let students explore ideas, make mistakes, and learn through doing.

This can feel different, especially if you're used to fast-paced environments where accuracy and efficiency are critical. In education, the goal is deeper understanding: not just getting it right but learning how and why. Your role is to support students in that process, helping them build confidence as they apply new skills and connect theory with practice.

> Reflect as You Read:
>
> Think about a time when you supported someone in learning a new skill. What made that experience effective?

Understanding the Bigger Picture: Your Role in the Program

You are not teaching in isolation. Your course is one part of a larger program that prepares students for success in their chosen career. Each course builds on previous learning and supports what comes next. What and how you teach helps students develop the skills, knowledge, and attitudes they will need to meet industry expectations.

Understanding the broader goals of the program helps you make purposeful teaching decisions. These goals are captured in the Program Learning Outcomes (PLOs). PLOs describe what students should be able to do by the time they complete the program. You can find PLOs on the program webpage along with admission requirements and graduate expectations.

For additional information to inform your teaching, ask your Chair or Program Coordinator for:

- A copy of the Program Learning Outcomes
- The program map, which shows how all courses are connected
- Any relevant industry standards or accreditation information.

Seeing how your course contributes to the overall program helps students recognize the value of what they're learning and helps you teach with intention.

Your First Day: What to Say and Do

The first day of class is a key opportunity to set a positive tone. Here are a few simple things you can do to start strong:

- Introduce yourself and explain your approach to teaching
- Explain what the course is about and why it matters
- Review the course outline and clarify expectations
- Create a welcoming and respectful classroom environment
- Establish a clear structure and purpose by co-constructing guidelines for conduct in the classroom.

If you are missing materials or are unsure where to start, reach out to your Chair or Program Coordinator and ask for:

- The most recent, approved course outline
- Access to the Moodle course page for the course
- Any other curriculum assets for the course, such as blueprints, lesson plans, textbooks, and other instructional materials.

You don't need to have it all figured out. Focus on building connection, offering clarity, and creating a space where students feel comfortable and motivated to learn.

Lesson Planning with Confidence

Great, you survived Day 1! Now how do we keep this going?

The early days of teaching can feel like a whirlwind. Once the introductions are over and your first class is behind you, the question becomes:

"What do I do next and how much do I really need to plan?"

It's completely normal to feel unsure about how much prep is "enough." Many new instructors feel pressure to plan every moment of every class. But here's the good news: you don't need to have everything figured out all at once. Effective teaching isn't about scripting every second; it's about being purposeful, prepared, and flexible.

How Much Prep Is Enough?

Start small. Plan one week at a time using three key ingredients:
- The Course Learning Outcomes (CLOs) from your course outline
- The key concepts or skills students need to explore that week
- A simple lesson plan structure like the [4As: Activate, Acquire, Apply, Assess](#).

Your Weekly Planning Checklist

For each class, try to prepare:

- A clear learning goal tied to a CLO
- A few key concepts or guiding questions
- One or two active learning strategies
- A short check-in or reflection to gauge understanding.

This keeps you organized without getting overwhelmed and leaves room to adjust if things take more (or less) time than expected.

Teaching is responsive. Here are some examples of pivoting in real time:

- You planned a 10-minute group discussion on a key concept, but the students are deeply engaged and asking thoughtful questions. You decide to extend the discussion by 5 more minutes and shorten your planned mini-lecture that follows.
- You planned a hands-on activity, but students are struggling with basic terms. You pause the activity, review the key vocabulary together, then restart the activity once everyone is ready.
- You planned to finish a lab exercise today. The equipment isn't working properly. You shift to a troubleshooting discussion, helping students practice diagnosing the issue instead of completing the full lab.
- You planned a 5-minute quiz to check understanding. You noticed that students would benefit from talking through the material first, so you switch to a think-pair-share to give them time to reflect and discuss before moving on.

Managing Time in Longer Classes

College classes are often 2–3 hours long. That can feel like a lot for both you and your students. The secret? Structure and variety.

Use the 4As model to break your lesson into manageable, engaging parts.

Stage	What It Does	Examples
Activate	Connect to prior knowledge or lived experience	Ask a question, revisit last week's topic, pose a real-world scenario
Acquire	Present new content	Lecture, demo, video, reading
Apply	Let students use the content	Case study, lab activity, discussion, group work
Assess	Check for understanding	Exit slip, reflection, short quiz, group debrief

This structure works for both short and long sessions. You can cycle through it more than once or stretch it out over an extended class.

Teaching Tips

- Always have a couple of extra examples or low-stakes tasks ready in case you move faster than expected.
- Build in breaks, transitions, or "stretch moments" to keep energy up.
- Ask a colleague, mentor, or Faculty Development Coach to join your class and offer suggestions to support your growth during these early days.
- Don't panic if something flops; adjust and try again next time.

Reflect as you read: How might you use the 4As model in your upcoming class?

Teaching in Practice: Small Moves That Make a Big Difference

Not every good teaching move is big, complex, or time-consuming. In fact, some of the most powerful choices you make in the classroom are small, consistent, and human. This section offers practical strategies to help you start strong, build community, and stay flexible even when things don't go perfectly.

How to Read a Course Outline (and Actually Use It)

The course outline is your roadmap. It shows you what students need to learn, what you're expected to teach, and how students will be assessed. Start by identifying:

- The course description and rationale
- The course learning outcomes (CLOs)
- The graded evaluations and assessments
- The weekly topics and activities.

This is your anchor for lesson planning and communication. Refer to it often, and help students do the same. The course outline is your agreement with students about the course and how it will be delivered. Do not change the course outline without permission from your Chairperson as it is informed by the needs of external partners (e.g., accreditation agencies, regulators, employers, government, etc.).

Using Technology Without Panic

Don't let the tech derail your class. Know how to:

- Approve access with DUO (the college's dual-factor authentication tool that helps keep your account secure)
- Log in to Moodle and find your course
- Use the projector or screen-sharing tools
- Utilize videoconferencing applications
- Make a quick announcement or post materials in Moodle.

If something doesn't work, pivot. You can talk through a concept, write on a whiteboard, or ask students to look something up. It's okay to ask for help or to say, "We'll adapt today."

Your flexibility shows students how to learn through uncertainty.

Use Student Names Early and Often

Learning and using students' names build trust, connection, and community. It shows that you see your students as individuals, and it helps create a classroom where students feel comfortable speaking up, participating, and asking for help.

If you struggle with remembering names, that's normal. Many instructors do, especially in the first few weeks. What matters is the effort.

Here are some simple tools and strategies that can help:

- Name tents: Give students folded index cards or sheets of paper to write their names on and place in front of them each class. This is especially helpful in the first few weeks and in larger classrooms. This can help you and also support relationship building between students.
- Seating charts: If your class tends to sit in the same spots each day, sketch a simple layout and jot down names. This helps with attendance and learning names over time.
- Attendance sheets with photos: Ask your program support staff or Chair if you can access a photo roster from Colleague (the college's student information system). These rosters are often available for your courses and can help you connect names with faces more quickly.

You can also encourage students to reintroduce themselves when they speak during the first few classes. Most will be happy to do so, and it gives you more chances to connect names to voices and personalities.

Pronounce Student Names Correctly

Make the effort to pronounce names correctly. If a name is unfamiliar or difficult for you to pronounce, ask the student privately how they say it, and practice until you get it right. Mispronouncing or avoiding someone's name can make them feel invisible or excluded, even if that is unintentional. Getting it right shows respect and supports a sense of belonging for all students. You can say: "I want to make sure I'm saying your name correctly. Can you help me with the pronunciation?" Encourage students to correct you if you get it wrong and thank them when they do.

Students notice and appreciate when you make the effort. Using names, and using them correctly, builds relationships and creates a classroom where everyone feels seen and valued.

Using Pronouns Respectfully

Just like learning names, using the correct pronouns for your students is an important way to show respect and build an inclusive classroom. Pronouns (like she/her, he/him, they/them) reflect how people identify. When you use someone's correct pronouns, you acknowledge and affirm their identity.

Do not make assumptions about students' pronouns based on names or appearance. Instead, you can:

- Invite students to share their pronouns, but do not require it. A simple way to do this is in an introductory activity or a welcome survey.
- Share your own pronouns when introducing yourself (e.g., "Hi, I'm Sam, and I use they/them pronouns"). This signals that your classroom is a space where everyone can show up as themselves.
- Correct gently, including yourself. If you use the wrong pronoun, correct yourself briefly and move on. If you hear a student misgender someone, model respectful correction if appropriate.
- Provide instructions for students to add their pronouns into college systems like MyACC. This video could be shared as a resource: MyACC – Add Your Pronouns!

Using pronouns correctly helps students feel safe and respected, and it builds a learning environment where everyone can participate fully.

> Reflect as You Read:
>
> How do you want students to feel when they walk into your class for the first time?

Grading Fairly & Supporting Academic Integrity

Grading and academic integrity can feel intimidating at first, but they don't have to be. At Assiniboine, we approach both through the lens of learning and development. Your role as an instructor is not just to evaluate student work, but to guide students toward understanding what's expected, how to meet those expectations, and how to grow through the process.

Promoting Academic Integrity Through a Positive Approach

At Assiniboine, we take a proactive and supportive approach to academic integrity, especially for new students who may still be learning what's expected at the college level.

As instructors, you play a key role in helping students build the skills and confidence they need to succeed with integrity. Most students want to do the right thing, but they may not always know how. Missteps often happen not because of bad intent, but because of:

- Unfamiliarity with citation or collaboration expectations
- Time pressure and academic anxiety
- Misunderstanding course instructions.

That's why the first line of academic integrity is prevention, not punishment.

You can help set students up for success by:

- Talking about academic integrity early and revisiting it often
- Being clear about what is and isn't allowed on each assignment
- Creating low-pressure opportunities to practice proper citation, paraphrasing, or collaboration
- Using formative assessments to reduce anxiety around grades
- Modeling integrity yourself by being transparent, consistent, and fair.

A Learning-Focused Response

When students do make a mistake, especially on a first offence, instructors are encouraged to treat it as a learning moment. This is especially important for Level 1 violations of A25 Policy on Academic Integrity, which are typically due to inexperience rather than intent.

By addressing these situations respectfully, providing clear feedback, and connecting students to resources, you help them grow not just academically, but ethically and professionally too.

> Reflect as You Read:
>
> What messages do you want your students to receive about integrity?
>
> How can you support honesty while still holding students accountable?

Grading Basics

Grading isn't just about assigning numbers; it's about communicating what students have learned, what they're still developing, and how they're progressing toward the skills and knowledge they'll need in their careers.

As an instructor, your role in assessment is powerful. It's about being clear, consistent, and fair so that students can trust the process and take ownership of their learning. You don't need to be a grading expert on your first day, but you do need to understand the expectations for your course, how to apply the grading criteria, and how to respond when questions or challenges arise.

Start here:

- Review the assessment weighting in your course outline
- Read any rubrics, checklists, instructions, or guidelines provided for each assessment
- Ask your Chair or a colleague how grading is typically handled in your program.

When you assess student work:

- Be consistent and stick to the outlined criteria
- Keep brief notes or comments explaining how you arrived at a grade, include this as feedback for the student
- Return work within a reasonable timeframe (your school/department may have specific policies and practices related to this)
- Give students a chance to ask questions or request clarification

Transparency builds trust.

Preventing Cheating During In-Person Tests

Maintaining academic integrity isn't just about responding to misconduct. It's also about creating conditions where students are clear on expectations and supported to succeed honestly. You can reduce the likelihood of cheating by planning ahead, communicating clearly, and managing the test environment actively.

Here's how to set your students, and yourself, up for success.

Before the Test: Set Clear Expectations

- Discuss integrity openly. Remind students that integrity matters not just for grades, but for their own learning and professional reputation.
- Explain what is and isn't allowed. Be specific:
    o Are calculators allowed?
    o Can they use notes or a formula sheet?
    o What should be stored away or turned off?
- Include expectations in your course outline and pre-test instructions.
- You might say: "Your phone should be turned off and put away. Only a pen, calculator, and water bottle are permitted on your desk."

- Post the Academic Integrity Policy (A25) in Moodle and reference it before major evaluations.

During the Test: Manage the Environment

- Walk the room regularly. Your presence makes a difference. Move slowly and visibly around the space as this deters misconduct and signals that you're engaged. It also makes you readily available for any questions students might have.
- Vary the seating. Ask students to leave a space between desks when possible or rearrange seating for larger groups.
- Distribute different versions of the test. For longer tests, scramble the question order or create a second version.
- Be alert, not accusatory. If you see suspicious behaviour, approach calmly: "Please keep your eyes on your own paper." "Let's move your bag under the desk for now."
- Minimize digital distractions. If students have phones or smartwatches, remind them these must be powered off and stored away.
- Use time checks. Let students know how much time remains. This can reduce anxiety-driven choices.
- Give clear instructions upfront and on the test itself.

Don't ignore concerns. If you notice something unusual, document it immediately even if you're unsure. Talk to your Chair or Coordinator and refer to Policy A25. It is important to be consistent in your response. Following the same process for every student builds fairness and credibility.

When You Suspect Academic Misconduct

Academic integrity is a shared responsibility between instructors and students. When a student violates that trust (e.g., through cheating, plagiarism, or unauthorized collaboration) it's important to respond clearly and fairly.

You are required to report any suspected misconduct, following [Assiniboine's Policy A25: Academic Integrity.](#)

What to Do:

- Don't accuse. Stay calm and stick to what you noticed: "I noticed some similarities here that I'd like to follow up on."
- Document what you observed.
- Notify your Chair or Coordinator and follow the processes outlined in [Policy A25](#) and the Academic Misconduct Procedure Manual.
- Do not try to resolve the issue informally or skip the reporting step.

Handling Level 1 Academic Misconduct: Instructor's Role

Level 1 violations are considered less severe and often involve a small portion of coursework.

Instructors are expected to manage these incidents directly, which includes:

- Meeting with the student to discuss the incident and gather their perspective.
- Making a decision on the appropriate response, which may involve:
  - A verbal warning.
  - Completion of the learning objective related to the assignment (e.g., redoing the assessment or completing an alternative).
  - Assigning a reduced grade for the assignment.
  - Requiring the completion of an academic skills module within two weeks.
  - Report the incident and document your decision and sanction with your Chair or Coordinator.

This approach aligns with Assiniboine's commitment to educational development, allowing students to learn from their mistakes and understand the importance of academic integrity.

For more detailed information please see Assiniboine's Policy A25: Academic Integrity.

When a Student Challenges a Grade

Students have the right to ask questions about their grades and request clarification if something seems unclear. Sometimes, this can lead to a formal appeal. Sometimes, these conversations can surface legitimate errors as we are all human, and corrections can and should be made when needed. Other times, a formal appeal may be appropriate.

You are expected to:

- Listen respectfully and stay calm, even if the student is frustrated.
- Be open to identifying and correcting genuine errors in grading.
- Maintain professional boundaries and remember you are not expected to accept aggressive or disrespectful behaviour.
- Refer to the rubric, marking criteria, and course outline when explaining the grade.
- Document the conversation, noting any corrections made or advice given.
- Be familiar with and refer to Policy A01 Academic and Disciplinary Appeals.

You are not expected to manage the appeal alone. If a student expresses intent to appeal or becomes upset, notify your Chair and follow the official process outlined in Policy A01 Academic and Disciplinary Appeals. Keep brief records of how you applied the rubric and any feedback you gave. This can help clarify decisions and support fairness.

Meet Students Where They Are

Every student enters your classroom with a different story and different strengths, challenges, experiences, and expectations. Some may be fresh out of high school. Others are balancing work, caregiving, or returning to school after years away. Some will be confident and ready to go. Others may be unsure of themselves or overwhelmed.

Your role isn't to expect the same thing from everyone. It's to meet students where they are and help them move forward from there. This doesn't mean lowering expectations. It means making your expectations clear, offering flexibility where you can, and designing learning experiences that are accessible and meaningful to a range of learners.

It also means looking at behaviour with curiosity instead of judgment. A student who shows up late, hands in a rough draft, or goes quiet in class may be doing the best they can. Starting with empathy helps you respond in ways that support learning, without compromising structure or fairness.

> Reflect as You Read:
>
> What does it mean to meet students where they are?
>
> What assumptions might you need to unlearn to do this well?

Proactively Supporting Student Success

Not every student will ask for help but every student benefits from feeling seen, supported, and connected. As an instructor, you play a key role in helping students stay on track and get the right support early.

You are not expected to fix every problem. But you are a powerful connector, encourager, and guide. A small moment of care can be the first step in helping a student feel safe and supported enough to keep going.

Here are a few proactive ways to support success:

- Check in often. Build small moments into your class to ask how things are going. Invite questions, use anonymous polls or quick reflection activities, and follow up with students who seem unsure or disengaged.
- Create low-barrier ways to connect. Let students know how and when they can reach you. Office hours, short check-ins after class, or a message on Moodle can make a big difference.
- Normalize help-seeking. Remind students that asking for support is part of learning. You can say things like, "We all need help sometimes. That's part of college." Share supports early and often.
- Watch for early signals. If students are missing classes, falling behind on assignments, or seem unusually quiet or withdrawn, that may be a sign something is off. Start with curiosity, not assumptions.
- Connect students to services like the Student Success Advisors, Accessibility and Disability Services, or the Learning Curve.

Leave Time to Wrap Up Your Class

Try not to teach right up to the final second. Instead, use the last five minutes to bring the class to a thoughtful close. A simple pause at the end helps students mentally organize what they've learned and gives you a chance to check in before everyone rushes out the door.

In those final few minutes, you can:

- Summarize the key ideas or skills you covered
- Preview what's coming up next class
- Invite questions or quick reflections from students
- End with a "what stuck with you?" moment, an exit ticket, or a reminder for the next assignment.

This short wrap-up helps students make meaning, spot connections, and leave with a clearer sense of direction. It also signals that your class is structured and intentional even when it's flexible and evolving.

Track Your Own Lessons: Learning Through Reflection

After each class, take a few moments to capture your thoughts while they're still fresh. You don't need a formal journal, just a notebook, a document, or a space in your planner where you can reflect on questions like:

- What worked well?
- What didn't land the way I expected?
- What questions did students ask or not ask?

If students seemed confused, quiet, bored, or especially engaged, that's all useful feedback. Sometimes it's not what students say, but what they do (or don't do) that tells you how the lesson went. For example:

- You assign a lab task and see that students set up their equipment smoothly and start experimenting. This suggests they grasped the setup instructions. If several students pause, re-read the steps, or ask basic setup questions, it might mean your instructions need a little more clarity next time.
- While reviewing student work you realize that several students made the same mistake on a key concept. This signals that you may need to revisit that idea with a new example or a different explanation to clear up confusion.

Teaching is a reflective practice. These small moments of review help you understand what your students are learning, where they might need more support, and how you might approach things differently next time.

Your reflections can also serve as helpful notes when you, or a colleague, teach the course again. They become a playbook of insights, tweaks, and teaching wins so the next time through feels just a little more confident and intentional.

> Reflect as You Read:
>
> What's one small habit you can build into your routine to track what's working in your classroom?

Classroom Realities: What to Expect and How to Handle It

Even with thoughtful planning, strong content, and a solid lesson structure, real classrooms can be unpredictable. A student may share something deeply personal, challenge your instructions, scroll through their phone mid-lesson, or miss class without explanation. These moments don't mean you've done something wrong; they're part of teaching.

This section is here to help you feel more prepared for the unexpected. You'll find practical strategies for managing disruptions, setting boundaries, responding to sensitive situations, and protecting the learning environment for everyone.

You don't need to be perfect or have all the answers in the moment. What matters is that you stay calm, act with care, and follow the College's policies and supports. You are not alone: your Chair or Coordinator, the Centre for Learning and Innovation, and Student Services are here to support you as you navigate real-life classroom dynamics.

> Reflect as You Read:
>
> How can you maintain a respectful and inclusive classroom while protecting your own time, energy, and role as an instructor?

Boundaries, Safety, and Professionalism

Instructors often wear many hats, but your primary responsibility is to create a learning environment that is respectful, professional, and safe for both your students and yourself. This means knowing how to respond with care while also maintaining appropriate boundaries. The situations in this section don't always come with a script, but a calm, clear response and knowing when to refer or document goes a long way.

When a Student Becomes Too Attached or Dependent

It's not uncommon for some students to seek extra reassurance or support, especially if they are struggling personally or academically. But it's important to protect your role and the learning environment by recognizing when professional boundaries need to be reinforced.

Here's what you can do:

- Redirect to structured support. Encourage the student to attend office hours or access available resources like the Learning Curve, Student Success Advisors, etc.
- Reinforce appropriate boundaries. You might say: "I'm happy to help during office hours or by email. It's important we keep things professional and focused on your learning."

- Keep communication on college platforms like college email or through Moodle. Avoid prolonged back-and-forth messaging or personal disclosure. Stick to course-related topics.
- Document the pattern if the behaviour becomes persistent or makes you uncomfortable. Keep your Chair or Coordinator informed.
- Refer to Student Services or submit a Behavioral Intervention Team (BIT) referral if the behaviour becomes disruptive or raises wellness concerns. Incident Report Forms can be found in the shared drive and on the Quick Links page at the bottom as "Incident Report Form" on the Staff Intranet. Supervisors need to be notified when a report is submitted.

Remember: supporting students includes modelling healthy boundaries. By doing so, you protect your time, your role, and the learning environment for all students.

When a Student Tries to Connect with You on Social Media

Students often use social platforms to connect, but it is important to maintain clear professional boundaries. Faculty are expected to model professional communication behaviours, protect student confidentiality, and uphold ethical standards, as outlined in the Instructional Charter.

If a student tries to add or message you on social media, here's what to do:

- Do not accept the request. Politely ignore or decline the invitation without responding on the platform.
- Address the situation clearly and respectfully. In person or via college channels, you might say: "Thanks for reaching out. To keep things professional, I use only email or Moodle to communicate with students."

Why This Matters:

- It protects your privacy and the student's privacy.
- It maintains professional boundaries and models the expected faculty–student relationship outlined in the Instructional Charter.
- It demonstrates the values of fairness, openness, respect, and care that are central to faculty professionalism.
- It avoids situations that could compromise ethical standards, student dignity, or the privileged trust placed in instructors.

Avoid using for student communication:

- Personal social media accounts (e.g., Facebook, Instagram, TikTok).
- Personal phone numbers or messaging apps.
- Non-college email addresses.

Clearly list your preferred communication channels (college email, Moodle, etc.) in your course outline and on your Moodle course page to help set expectations from the beginning.

When a Student Appears Impaired or Unwell

If you're ever concerned about a student's behaviour in class, lab, or shop, your first responsibility is to keep the learning environment safe and respectful. You are not expected to diagnose substance use or manage the situation alone, but you do have a clear role to play, as outlined in Assiniboine's Policy G59 Impairment on College Premises.

If a student's behaviour is seriously disruptive, unsafe, or interferes with the learning of others, you have the authority to require them to leave your class for the remainder of that class as outlined in Assiniboine Policy A02 Student Conduct, Behaviour and Discipline.

Here are steps you can take if a student appears to be under the influence of drugs or alcohol in your class:

- Assess the situation based on behaviour. You do not need to prove intoxication. Focus on what you see such as slurred speech, unsteady movement, or inappropriate conduct.
- Prevent the student from engaging in any activity that could cause harm. This includes stopping them from using machinery, participating in lab work, or remaining in the classroom if the behaviour is disruptive or unsafe.
- If safe and appropriate, ask the student to step outside or leave the class. Speak calmly and respectfully. Do not physically intervene. Keep the interaction discreet and preserve the student's dignity.
- Use clear, non-confrontational language. For example: "This behaviour is not acceptable. I need you to leave for the rest of today's class." Avoid debating or escalating. Allow the student to exit, then follow up after class.
- Report the incident to your Chair or immediate supervisor as soon as possible. They will help determine next steps, including whether to involve Campus Security or submit a Behavioral Intervention Team (BIT) referral.
- If there is an immediate risk to safety, call Campus Security or 911. Do not wait to escalate if the situation poses a danger to the student or others.
- Document the incident carefully after the fact. Include specific observations (what, when, where), your response, and who was notified. Share your documentation with your Chair or immediate supervisor.

For more information, please refer to Assiniboine's Policy G59 Impairment on College Premises and Assiniboine Policy A02 Student Conduct, Behaviour and Discipline.

Managing Disruption and Conflict

Even in the best-planned and most positive classrooms, unexpected behaviour can arise. Whether it's a side conversation, tension between students, or more serious disruption, your role is to keep the learning environment focused, respectful, and inclusive.

This section offers practical strategies to help you respond in the moment, maintain classroom integrity, and follow up with care and professionalism. You don't have to handle everything perfectly but having a plan helps you stay grounded and consistent.

When a Student Dominates Discussion

Some students are naturally more vocal, confident, or eager to contribute. While their engagement is valuable, one voice dominating the room can discourage others from participating, especially those who are quieter, new to the topic, or less confident.

Here are some strategies you can use to balance the discussion.

Acknowledge the contribution, then invite others in:

- "Thanks for that insight — let's hear from someone who hasn't spoken yet."
- "Let's go around and hear what each group came up with."

Use structured participation strategies:

- Timed responses or "round-robin" sharing.
- Small group or partner discussions before whole-class sharing.
- Rotating roles in group work (e.g., speaker, timekeeper, note-taker).

Follow up privately if needed. If one student consistently dominates, check in gently:

- "I really appreciate your engagement. I also want to make sure others have space to share. Thanks for helping me with that by providing space for others to participate."

Balancing participation is about building confidence in all learners and giving everyone a voice.

When There Is Trouble with Group Work

Group work can be incredibly valuable as it builds collaboration skills, deepens understanding, and prepares students for real-world teamwork. But it doesn't always go smoothly. Group work may be a new skill to your students that they still need guidance and feedback in developing. As a new instructor, you don't need to have all the answers, but you can take simple steps to prevent common issues and respond with confidence when problems arise.

You can prevent many common group issues with just a few clear structures:

- Being clear about expectations: What needs to be submitted? When? Is everyone responsible for all of it?
- Clarifying how grades work: Will the group be assessed as a whole, or will individual effort be considered?
- Offering role suggestions: Assign or suggest rotating roles like facilitator, timekeeper, note-taker, or presenter.
- Check In Often: Don't assume students will come to you with issues as many won't until it's too late. Instead:
  - Drop in on groups during class time
  - Ask, "How are things going?" or "What's one thing your group needs help with?"
  - Offer a midpoint check-in or progress report.

If a student does come to you with a concern about group dynamics, take it seriously. You might say:

- "Thanks for letting me know. I'll check in with your group and see how we can move things forward."

Avoid taking sides or making assumptions; just gather information and observe.

You might:

- Offer individual check-ins or anonymous reflections
- Help the group renegotiate roles or timelines
- Adjust grading (if appropriate) to account for unequal contributions.

It's okay if group work doesn't go perfectly as it's a learning opportunity for everyone, including you. Keep your structure clear, stay available, and remind students that collaboration is a skill worth developing and is a crucial skill in the workplace.

When Students Argue With Each Other

Discourse can be a healthy part of learning as it encourages critical thinking, deeper understanding, and engagement with diverse perspectives. But when a discussion becomes tense or unproductive, it's important to step in early to protect the learning environment and model respectful dialogue.

Here's what you can do:

- Step in to reset the tone. Calmly pause the discussion and refocus the group: "Let's take a moment to make sure we're hearing each other respectfully." "This is an important conversation, and I want us to keep it constructive."
- Revisit or restate your classroom discussion norms and co-constructed guidelines. Remind students of expectations around listening, taking turns, and disagreeing with ideas, not people.
- If needed, follow up with students after class. Check in privately to debrief, clarify intentions, and repair any discomfort.

If the conflict becomes personal, aggressive, or continues after redirection:

- Document the situation (who was involved, what was said, how you responded).
- Speak with your Chair to determine whether further intervention or support is needed.
- Refer to policy [A02 Student Conduct, Behaviour and DisciplineA02 Student Conduct, Behaviour and Discipline](#) and [M10 Respectful CollegeM10 Respectful College.](#)

Remember: you're not expected to mediate complex interpersonal issues - just to maintain a safe and inclusive classroom. Encouraging respectful dialogue is part of building a strong learning community.

When Students Are Using Devices Disruptively

Technology is part of most classrooms today, and it can support learning in powerful ways. Students may use their devices to take notes, look up definitions, participate in polls, or access Moodle. At the same time, unchecked device use can become a barrier to engagement when students are texting, watching videos, or scrolling social media during class time.

Your role is to create an environment where technology supports learning, not competes with it. This also aligns with Policy G49: Acceptable Use of Information Technology (IT) Resources that supports students and staff having the best environment for teaching and learning through the ethical and lawful use of technology.

Here's how you can manage off-task device use without banning tech altogether.

What to say in the moment:

- "Let's all stay focused for the next part. We'll take a break soon."
- "Let's put devices away for this activity so we can all stay present."
- "We'll need phones for this next task, so make sure yours is ready."

Prevent issues by:

- Setting expectations on Day 1. Be clear about when tech is encouraged and when it's not.
- Co-creating tech guidelines with students. Ask them what helps them stay focused and what doesn't.
- Integrating tech purposefully. Use tools like Kahoot, Padlet, or Forms to support interaction.
- Building in device breaks. Let students know when they'll have time to check messages or use devices, so they're less tempted to disengage during instruction.

You don't need to ban phones or laptops. You just need to give tech a job. When students understand the purpose behind when and how it's used, they're more likely to stay on task and contribute meaningfully.

When Students Challenge Your Authority or Expertise

Students may challenge instructors for a range of reasons:

- Genuine curiosity or critical thinking
- Miscommunication or unmet expectations
- Cultural perceptions of authority
- Lack of trust or classroom rapport
- Desire to assert status among peers.

Understanding the motive can guide a constructive response. Here's what you can do to respond effectively:

- Pause and Stay Grounded: Respond, don't react. Use a moment of pause to collect your thoughts. Maintain a calm tone and non-defensive body language.
- Acknowledge, Then Redirect: Recognize the student's input respectfully, such as "You raise an important point. Let's explore that together." Then redirect the discussion to course outcomes, evidence-based practices, or real-world applications: "In industry practice, this is handled differently because…"
- Clarify Your Expertise Without Dismissal: Affirm your professional knowledge while remaining open to dialogue such as "That's a great observation. My experience in [industry/practice] shows that there are multiple approaches. Here's what we're focusing on for this course because it aligns with industry standards and safety protocols."
- Engage the Class Constructively: Invite others to weigh in: "Let's hear a few perspectives. How do others interpret this?" This promotes collaborative learning and diffuses tension.
- Reinforce Learning Goals: Bring the conversation back to the intended learning outcomes. Reinforce expectations around respectful discourse and evidence-based thinking.

Some preventative practices are:

- Set expectations on day one around respectful discussion and inquiry.
- Establish shared values like curiosity, professionalism, and integrity.
- Frame yourself as a co-learner and facilitator, while reinforcing your role and expertise.

If a student's behavior becomes persistent and disruptive, disrespectful or undermining in tone, or publicly confrontational or intentionally inflammatory, then it's important to document the incident and consult your Chair or immediate supervisor.

When a Student is Disruptive

If a student is being mildly disruptive such as talking during a lesson, distracting others, or frequently going off task, a gentle redirection is often enough. Avoid calling students out in front of the class unless absolutely necessary. Use neutral, respectful language.

You might say:

- "Let's bring our focus back to the task."
- "Let's save that conversation for after class."
- If a student's behaviour becomes seriously disruptive, unsafe, or undermines the learning environment, you have the authority to ask them to leave for the rest of the class, as per Policy A02: Student Conduct, Behaviour and Discipline.

What this might look like:

- Loud or aggressive behaviour
- Repeated defiance of instructions
- Behaviour that disrupts the learning or safety of others.

How to respond:

- Stay calm, firm, and neutral.
- Speak clearly and respectfully: "This behaviour is not acceptable. I need you to leave for the rest of today's class."
- Do not engage in debate or escalation.
- Allow the student to leave and follow up afterward.

Next steps:

- Report the incident to your Chair or immediate supervisor immediately.
- Document everything in writing, including what occurred, what you said, and any witnesses.
- Do not prevent the student from attending future classes unless directed by your Chair or through formal student conduct procedures.
- If the situation involves threats, aggression, or safety concerns, involve Campus Security or contact 911 if needed.

When Students Disengage: What to Look For and What to Do

Disengagement doesn't always look like a student walking out or saying they're struggling. More often, it's quiet. It shows up as silence, late arrivals, missing work, or a student who used to contribute suddenly disappearing into the back row or no longer engaging on Moodle.

As an instructor, you're in a unique position to notice these changes. You're not expected to fix every situation, but your attention and care can make a real difference. A gentle check-in, a quick message, or a referral to a Student Success Advisor can be the first step in helping a student re-engage before they fall too far behind.

Reflect as You Read:

How do you usually recognize when someone is pulling back?

What helps you stay connected?

When Students Arrive Late or Leave Early

These behaviours can feel frustrating, but they're often connected to work shifts, caregiving, or wellness issues rather than a lack of interest. Instead of calling it out publicly:

- Check in privately: "I've noticed you've been arriving late. Is there anything I can do to support you in getting here on time?"
- Reinforce class norms clearly but compassionately.

Many students are still learning how to navigate the expectations of college life. These norms may not be obvious, especially for those new to post-secondary or returning after time away. Let students know:

- What you expect
- Why it matters
- That they can ask questions, clarify, and improve.

When possible, give feedback and small opportunities to reset rather than assuming intentional disengagement.

When Students Pull Back Quietly

Not all disengagement shows up through absences or late arrivals. Sometimes, it's more subtle. A student might stop participating, go quiet in group work, or submit incomplete work after weeks of steady progress. They may seem distracted, withdrawn, or just not like themselves.

You might notice:

- A student who used to contribute is now silent
- Work is submitted with less effort or suddenly stops coming in
- The student avoids eye contact, sits further back, or withdraws from peers
- In online courses, they stop logging into Moodle or interacting with content.

These can be signs of overwhelm, confusion, or personal struggles. You don't need to know exactly what's going on. Just showing that you've noticed can help.

A simple check-in might sound like: "I've noticed you've been quieter lately. Just checking in: how are things going?"

If you're concerned, loop in your Student Success Advisor or Chair. Early support helps students feel seen and may help them reconnect before they give up or disappear.

When Students Stop Showing Up

Attendance can be one of the first signs that something is off whether it's disengagement, anxiety, a crisis at home, or something else entirely. If a student misses multiple classes without explanation:

- Reach out via Moodle or email with a warm, open tone:
  - "Hi [Name], I noticed you haven't been in class recently. Is everything okay? Let me know if I can support you or connect you with someone who can help."
- If the pattern continues, follow up with your Student Success Advisor or Chair.
- Prompt, caring outreach makes students feel noticed and it increases the chance of re-engagement.

When You're Concerned About a Student's Well-Being

Sometimes a student may share something deeply personal—either in class, one-on-one, or even through written work. These moments require compassion and care, but also clear boundaries.

Here's what you can do:

- Thank the student for their trust. A simple, calm response can go a long way. "Thank you for sharing that. I appreciate you trusting me."
- Listen without judgment. Let the student speak if they need to, but do not press for details. Avoid trying to interpret, diagnose, or give advice.
- Refer them to support. Depending on the situation, you can connect students to their Student Success Advisor. If the disclosure causes concern for the student's safety or well-being, consider submitting a referral to the Behavioral Intervention Team (BIT). This is especially important if the student seems overwhelmed, at risk, or in need of coordinated support.
- Follow up gently, but do not offer ongoing counselling. For example: "I just wanted to check in. I'm thinking about you, and I hope you've had a chance to connect with one of the support services we talked about."
- Protect the student's privacy. Do not share their story with others unless there is a safety concern. If in doubt, speak with your Chair.

Sometimes a student's behaviour or disclosure raises a deeper concern. You may feel worried that they are struggling with their mental health, dealing with a crisis, or at risk of harm.

If a student:

- Discloses significant stress, grief, or mental health concerns
- Appears emotionally distressed or overwhelmed
- Shares something in writing or in person that alarms you
- Is withdrawing dramatically from class and peers

You don't have to decide what's wrong. You can refer your concern to the Behavioural Intervention Team (BIT). This is not a disciplinary action; it's a way to get coordinated support to a student who may need more than you can provide.

You can:

- Start by speaking with your Chair or a Student Success Advisor
- Submit a BIT referral if the concern is more urgent or unclear
- Document any communication that raised the concern.

You're not expected to solve it—just to notice and connect the student to support.

Responding to Student Requests with Clarity and Care

Instructors often find themselves balancing compassion with fairness especially when students ask for extra time or exceptions. These requests don't always come with documentation or warning, and it can be hard to know how to respond in the moment.

This section offers practical guidance for navigating student requests while maintaining clear expectations, professional boundaries, and your own well-being. It's not about saying yes or no to everything; it's about making consistent, respectful decisions that support both student learning and instructor confidence.

Reflect as You Read:

What helps you respond to requests with confidence and care?

Where do you draw your own lines around flexibility?

When You're Asked for an Exception

Students may ask for extensions or alternate dates. When responding:

- Refer to your course outline
- Be consistent and fair
- Use calm, clear language: "Here's what I can offer based on the course policy." "Thanks for reaching out. I can offer an extra 24 hours if needed."

If you're unsure how to proceed, consult your Chair. Flexibility is important, but so is fairness and clarity.

When a Student Asks for an Accommodation Without a Formal Process

Sometimes a student will ask for extra time, alternate formats, or changes to course expectations without providing official documentation from Accessibility Services. This can feel tricky because you want to support the student, but you also need to be fair and consistent.

Here's how to navigate it:

- Acknowledge the request with care. "Thanks for letting me know. I appreciate you sharing this with me."
- Ask if they've connected with Accessibility Services. "Have you had a chance to speak with your Student Success Advisor? They can work with you to put formal supports in place so we're on the same page."

You are not obligated to grant accommodations without a formal plan. If you're unsure how to proceed, talk to your Chair or the Student Success Advisor for the program. They can help you balance consistency, fairness, and compassion and guide you on what's appropriate to offer informally.

Remember: You are not expected to diagnose or verify need. Formal accommodations exist to ensure that both students and instructors have a clear, supported plan to follow.

When a Student Reconnects After Being Away

When a student reaches out after being absent or falling behind, it's a chance to re-establish connection and help them take a step forward. You don't have to go back and make everything perfect, but you can support a fresh start.

Here are a few things you might say:

- "Welcome back. It's good to hear from you. Let's talk about where to begin and what's realistic right now."
- "Thanks for checking in. I know it can be hard to come back after time away. Let's figure out a plan for this week."

You don't have to rewrite your course plan or offer unlimited flexibility. What matters most is your tone: warm, clear, and consistent with your course expectations. A small gesture of encouragement can help students feel like they belong again and that it's not too late to re-engage.

When You're Caught Off Guard

Even experienced instructors have moments where things go sideways—when the class goes silent, the energy drops, or a carefully planned activity falls flat. These moments can feel awkward, even unsettling, but they're a normal part of teaching.

What matters most isn't avoiding them; it's how you respond. Staying calm, flexible, and reflective helps you keep the learning moving forward while modeling confidence and care. This section offers quick strategies for those unpredictable, very human moments in the classroom.

> Reflect as You Read:
>
> How do you tend to respond when things don't go as planned?
>
> What would help you feel more grounded in the moment?

When No One Talks

You've just asked a thoughtful question… and the room goes quiet. It's a common moment that can feel uncomfortable, but silence doesn't always mean students are disengaged. They might be thinking, unsure, or just need more time to process.

Try one of these quick shifts:

- Turn it into a pair-share or small group chat
- Use a one-minute paper, sticky note, or anonymous poll
- Ask for a show of hands, a thumbs up/down, or something low-pressure.

Build comfort over time. Participation grows when students feel safe, prepared, and respected. Avoid putting anyone on the spot, instead offer choices and gradual entry points.

If You Lose Your Place or Forget Your Plan

It happens to everyone. You're mid-lesson and suddenly blank on what comes next. Instead of powering through, model calm recovery.

Try:

- "Give me a second to find my place. Thanks for your patience."
- Glance at your notes or slide.
- Ask a student to summarize where you left off.

Students don't expect perfection, but they do appreciate grace under pressure.

Getting It Wrong in Front of Students

You misstate a fact. You mispronounce a term. You catch yourself halfway through an explanation and realize it's off. These are teachable moments for both you and your students.

Own it with humility and professionalism:

- "You're right. Thanks for catching that. Let's correct it together."

Being honest when something goes sideways builds trust and shows students that learning includes making mistakes and moving forward.

When You Feel You're Losing the Room

Sometimes, the energy just drops. Students look tired, distracted, or checked out. This is common especially in longer classes, after lunch, or mid-semester.

You might:

- Pause and check in: "How's everyone doing with this? Should we try a different approach?"
- Switch formats: Move from lecture to partner work, a quick poll, a stand-and-stretch, or a hands-on task.
- Use it as feedback: Did this lesson need more structure? Was it too much too soon?

The ability to pivot is one of your greatest tools as an instructor. You can always reset. Flexibility is a strength in teaching.

Protecting Your Time and Energy as an Instructor

Teaching can be deeply meaningful, but also surprisingly demanding, especially when you're new to the role. It's easy to feel like you need to be available all the time, respond to every request immediately, or carry the weight of your students' struggles on your own. But you are most effective when you protect your time, energy, and role.

This section offers strategies to help you set boundaries, communicate clearly, and build a sustainable rhythm to your teaching. You'll find tips for managing communication, avoiding burnout, and focusing your time where it matters most.

You don't need to do it all. You just need to do what's manageable, consistent, and aligned with your role as a college instructor.

> Reflect as You Read:
>
> What boundaries help you do your best work?
>
> How do you protect your own learning and growth as a teacher?

Set Your Work Hours and Stick to Them

Teaching is a meaningful role, but it can also stretch into every corner of your day if you let it. Setting and modeling healthy boundaries helps both you and your students succeed. It teaches them to manage their time and expectations, and it protects your capacity to teach well.

Let students know:

- When you are available (e.g., office hours, before or after class)
- How to contact you (e.g., Moodle messages, college email)
- When they can expect a response (e.g., within 24–48 hours on weekdays).

You are not expected to respond late at night, on weekends, or immediately to every message. Being clear about your availability, and sticking to it, models professionalism, self-respect, and realistic time management. It will also support a programmatic response if all instructors adhere to the same expectations and models a healthy work life balance.

You might include your availability and response time:

- In your course outline
- On your Moodle course page
- During your first-day announcements or slides.

Knowing When to Step Back

As an instructor, it's easy to feel like you have to be everything for your students: advisor, motivator, mentor, and problem-solver. But you are not a 24/7 support line, and you are not responsible for solving every challenge your students face.

Your role is to teach, support learning, and connect students to the right services; not to carry it all.

Here's how to know when to step back:

- If the issue goes beyond the course, refer to a Student Success Advisor or Chairperson.
- If a student is in crisis, talk to your Chair and consider submitting a BIT referral.
- If a request feels inappropriate or too personal, reinforce professional boundaries.

You can say:

- "That sounds like something a Student Success Advisor could really help with. I can help you connect with them."
- "I'm not trained to support that, but I can make sure you know who to talk to."

You don't have to be everything. Referring students doesn't mean you've failed; it means you're doing your job well and caring sustainably.

Managing Your Time as a New Instructor

Teaching takes time. In the early weeks, it can feel like you're always prepping, answering emails, or rethinking your lessons. That's normal but it's also important to find a rhythm that's manageable.

Here are some ways to protect your time:

- Plan in weekly blocks and focus on one or two classes at a time.
- Use templates and repeatable structures, like the 4As or weekly check-ins, to reduce planning stress.
- Schedule email time (and stick to it). You don't need to reply immediately to every message.
- Build in reflection, not perfection. After class, jot down one thing that worked and one thing to adjust. That's enough.

Remember: teaching is iterative. You won't get everything right the first time, and you don't have to. Start small, be kind to yourself, and know that improvement happens over time - not all at once.

> Reflect as You Read:
>
> What boundaries help you teach with clarity and energy?
>
> What could you let go of to protect your time for what matters most?

Self-Care & Confidence

Now that you've seen what teaching involves, let's talk about how to take care of yourself as you grow into this role. Teaching can be exciting and rewarding—but it can also be demanding, unpredictable, and occasionally overwhelming. Feeling unsure, especially in the early weeks, is completely normal.

Confidence doesn't come from knowing everything in advance. It grows from being prepared, staying curious, and giving yourself space to learn, adapt, and reflect.

Here are a few reminders to carry with you:

- Ask for help. You are not alone. Reach out to your Chair, a colleague, or the Centre for Learning and Innovation (CLI). Getting support is part of the job.
- Bring what you need. Pack your teaching bag like it's a job site: markers, laptop cord, lesson notes, water bottle. Feeling prepared helps things go smoothly.
- Confidence grows with practice. Be as kind and patient with yourself as you are with your students.
- Plan a tech backup. Files might not load. Wi-Fi might drop. Stay calm, adapt, and show students how to problem-solve in real time.
- Recognize your strengths. You bring lived experience, technical expertise, and real-world insight. That matters. Let it shine.
- Reflect, don't overthink. Not everything will go as planned. Make notes, learn from it, and try again.
- Start small. You don't need to master every teaching strategy right away. Focus on connection and clarity.
- Protect your time. Teaching matters but so does rest. Set boundaries and give yourself time to recharge.
- Take care of your body. Teaching is physical. Wear comfortable shoes. Stretch. Hydrate. Pack a snack.

Reflect as You Read:

What habits or routines help you stay grounded when learning something new?

Conclusion: You're Ready to Begin and You're Not Alone

This section was designed to give you the essentials to walk into your classroom with clarity, calm, and confidence. Whether you're coming from industry, returning to teaching, or starting fresh, know this:

- You don't need to be perfect. You just need to be prepared, present, and open to learning.
- The first few weeks are about connection, structure, and finding your rhythm.
- Asking for help is part of the job. So is reflecting, trying new things, and adjusting as you go.
- You are part of a team. Your Chair, colleagues, Student Services, and the Centre for Learning and Innovation are here to support you.
- You've got a toolkit. From classroom routines to conversations with students, from time management to technology glitches, you've got a toolkit now and it will keep growing.

When you're ready to go deeper, the rest of this handbook is here for you. Take what you need. Come back often. Reflect on your growth. You've got this and we're with you.

Getting Started Checklist: Day One

Before Class
- Review your course outline carefully
- Check your tech setup and login access
- Prepare a brief personal introduction
- Prepare your contact and communication expectations (college email, Moodle)
- Be ready to set professional boundaries.

During Class
- Welcome students warmly
- Introduce yourself and your professional background
- Review course outline and connect to Program Learning Outcomes (PLOs)
- Explain tech use expectations clearly
- Explain communication channels and office hours
- Set classroom guidelines collaboratively for respect and participation
- Engage students early with a low-pressure activity (icebreaker, poll, discussion)
- Preview what's coming next.

After Class
- Reflect briefly: What worked? What would you tweak?
- Update your notes for next class
- If unsure about anything (e.g., student needs, grading, tech), reach out to your Chair, a colleague, or CLI for support.

Getting Started Checklist: Week One

Instructional Actions
- Confirm students have access to Moodle, email, and course materials
- Adjust pacing if needed based on student understanding and needs
- Review first student work or participation for early feedback
- Introduce or reinforce any technology tools

Relationship-Building
- Learn student names and interests
- Clarify office hours and communication routines
- Set up a simple feedback loop to check on pace and workload (e.g., a survey, poll, or discussion)

Professional Reflection
- Reflect on what parts of the course structure feel strong
- Identify areas where students might need more support
- Reach out to Chair or colleagues for help if needed
- Review key college policies (Policy A01, Policy G49)

Getting Started Checklist: One Month

Instructional Actions
- o Revisit learning outcomes and upcoming assessments with students
- o Adjust teaching strategies based on participation and feedback
- o Scaffold bigger assignments with clear milestones
- o Double-check that rubrics and assignment instructions are posted clearly

Relationship-Building
- o Deepen community with new group activities or collaboration
- o Spotlight student contributions or projects
- o Offer reminders about available supports (Learning Curve, Library office hours)

Professional Reflection
- o Reflect on trends in student learning and participation
- o Gather informal student feedback on what is supporting learning
- o Check your own workload balance and sustainability
- o Start preparing for final assessments or major projects

Getting Started Checklist: End of Term

Instructional Actions
- o Ensure all grades are finalized and submitted according to college timelines
- o Double-check Moodle is updated (gradebook, feedback, attendance records)
- o Review final assessments for common strengths and struggles
- o Provide students with any required exit materials (final grades, certificates, instructions for next steps)

Relationship-Building
- o Celebrate student achievements (even small wins or milestones)
- o Thank students for their efforts and contributions
- o Remind students of any resources available after the course (advising, Learning Curve)

Professional Reflection
- o Reflect on what helped students succeed
- o Reflect on where students struggled and how you might adjust instruction
- o Gather final student feedback through surveys or reflections
- o Complete any required instructor self-assessments or teaching evaluations

Planning Ahead
- o Save copies of your lesson plans, rubrics, activities, and assessments for future courses
- o Note any updates needed for next time (content revisions, timing adjustments, assignment tweaks)
- o Book a debrief with your Chair or program team if needed
- o Set personal professional development goals based on your first term experience.

Part 2 – Foundations for Faculty Success

This section provides the foundational tools and knowledge needed to fulfill your role as a faculty member at Assiniboine College. As a post-secondary educator, your work is guided by our commitment to applied education, where students learn by doing and graduate with the practical skills needed to succeed in their careers. You'll also find practical guidance on navigating the college's policies, administrative processes, and technology systems to support your work.

Reflect As You Read

- Which policies or processes do you need to familiarize yourself with to feel confident in your role?
- How can you effectively use the college's technology systems, such as Moodle or MyACC, to enhance your teaching and communication?
- How does the "learn by doing" philosophy inform your approach to teaching?
- What strategies can you adopt to integrate reflective practice into your teaching routine?
- How will this contribute to both your growth and your students' success?
- By grounding yourself in these essentials, you'll be well-equipped to create engaging learning environments and contribute meaningfully to Assiniboine's mission of preparing job-ready graduates.

Foundations of Effective College Teaching

Effective teaching at Assiniboine College is built on a foundation of applied education, student-centered approaches, and the integration of institutional values. This section emphasizes key teaching strategies and practices, aligning them with the Academic Charter, Instructional Charter, and evidence-based frameworks to support student success.

Understanding Your Students: Adult Learning Principles and Diverse Learner Profiles

Adult learners bring a wealth of experience, unique motivations, and diverse backgrounds to the classroom (Knowles, 1984). At Assiniboine College, understanding and responding to the needs of adult learners is foundational to creating engaging, inclusive, and applied learning experiences. Faculty are encouraged to use evidence-based practices, such as Universal Design for Learning (UDL), to ensure that teaching is accessible and responsive to diverse learner profiles.

Adult learners are highly motivated by the relevance of their education to their future goals and the opportunity to connect learning to their prior experiences. Consider these principles when planning your teaching:

- Relevance: Adult learners thrive when they see the immediate application of their learning to real-world problems or professional goals.
  - *Example:* Use realistic case studies or workplace scenarios that directly relate to course outcomes.
- Experience: Many adult learners bring professional or personal experiences to the classroom that can enrich discussions and activities.

- o *Example:* Incorporate activities that allow students to share their knowledge or perspectives, such as collaborative group projects.
- Autonomy: Adult learners often appreciate having some control over their learning process.
  - o *Example:* Offer choices in assignments or projects that allow students to focus on areas of personal or professional interest.

Creating inclusive learning environments requires an understanding of student diversity and a commitment to equitable teaching practices. Universal Design for Learning (UDL) provides a framework for designing curriculum and teaching practices that meet the needs of all learners by emphasizing flexibility and reducing barriers (CAST, 2024).

- Multiple Means of Engagement: Vary instructional strategies to capture student interest and motivation.
  - o *Example:* Use discussions, videos, and hands-on activities to engage students with different preferences and experiences.
- Multiple Means of Representation: Present information in various formats to ensure accessibility.
  - o *Example:* Provide lecture notes, visual aids, and interactive content to support diverse learning needs.
- Multiple Means of Action and Expression: Allow students to demonstrate their knowledge in different ways.
  - o *Example:* Offer options for assessments, such as a written report, oral presentation, or project-based assignment.

By incorporating Universal Design for Learning (UDL) principles into your teaching, you create flexible and accessible learning environments that empower all students to succeed. UDL not only enhances engagement and understanding but also aligns with Assiniboine's commitment to equity, inclusion, and applied education. For additional support, consult the Centre for Learning and Innovation (CLI) or independently explore resources on UDL practices, such as the UDL Guidelines from CAST.

Take Action: To create inclusive and effective learning environments, review the Indigenization Strategy for guidance on reconciliation, apply UDL principles to ensure accessibility, and collaborate with the CLI for resources and support in inclusive teaching practices.

Reflective Practice in Teaching

Reflective practice is central to teaching excellence at Assiniboine College, fostering continuous improvement and ensuring alignment with institutional values. By regularly assessing your teaching methods, seeking feedback, and making thoughtful adjustments, you can create inclusive, engaging, and effective learning environments.

The Role of Reflective Practice in Teaching Excellence

Reflective practice encourages faculty to examine their teaching strategies, understand their impact, and implement changes that support diverse learners. It is not just about addressing challenges but also recognizing and amplifying successes.

Reflective practice helps faculty to:

- Enhance Teaching Effectiveness: Identify strategies that foster deeper engagement and improved learning outcomes.
- Promote Equity and Inclusion: Evaluate how practices support diverse student needs and adjust enhance access and belonging.
- Adapt to Emerging Trends: Stay current with evolving educational needs and technological advancements.

Frameworks such as the ERA cycle (Experience, Reflection, Action) (Jasper, 2003), Driscoll's What Model (What, So What? Now what?) (Driscoll & Teh, 2001), and Kolb's Experiential Learning Cycle (experience, reflection, conceptualization, and experimentation) (A.Y. Kolb & Kolb, 2017) offer valuable structures for guiding this process. However, reflecting on your teaching can be as simple as writing a post it note on your lesson plan for what worked, what didn't, and what you want to do next time.

Reflective Practice and Emerging Trends

Reflective practice helps educators respond effectively to evolving technological advancements and educational trends. Artificial Intelligence (AI) is one such trend reshaping the teaching and learning landscape. Assiniboine's response to growing interest in the use of artificial intelligence (AI), particularly generative artificial intelligence, is to: a) continue to support faculty and students in the development of AI skills, knowledge, and attitudes; b) as part of curriculum maintenance and innovation, incorporate occupationally safe, ethical, and suitable use of AI tools as part of our occupationally relevant training. Decisions about implementation of AI are made at the program level because of the goals that are set at the program level.

Faculty may encounter challenges in integrating AI into their teaching while ensuring its use aligns with Assiniboine College's approach to AI and values of academic integrity, applied learning, and inclusivity.

Reflecting on this process can help educators consider:

- How does AI align with my program's learning outcomes and occupational relevance?
- What opportunities exist to incorporate AI tools safely and ethically into my teaching practices?
- How can I guide students in developing responsible and purposeful AI skills that enhance their learning?

This handbook will provide additional guidance on AI later, offering examples and strategies to help you navigate its integration thoughtfully. In the meantime, faculty can immediately access resources and support on the Artificial Intelligence: Teaching and Learning Guide.

By engaging in reflective practice, educators can not only adapt to emerging trends but also ensure their teaching remains responsive, inclusive, and aligned with institutional priorities.

Example

Here's an example scenario of how reflective practice can guide thoughtful integration of GenAI.

Scenario: *You've introduced GenAI tools, such as Co-Pilot, ChatGPT or image generators, to support student creativity and problem-solving in a project-based course. While students appear engaged, some submissions lack originality, and you notice a gap in their ability to critically evaluate the AI-generated content.*

After reviewing the first set of projects, you reflect on the outcomes:

What worked? Students used GenAI to produce detailed drafts quickly, demonstrating engagement with the tool.

What didn't work? Critical thinking and originality in projects were inconsistent. Some students relied too heavily on AI outputs without understanding the content.

Question: How can I adjust my teaching to ensure students critically engage with GenAI while maintaining academic integrity?

To gather student feedback, you conduct a mid-term survey to understand their experiences with GenAI. A common response indicates they need more guidance on how to use AI ethically and critically.

You invite a CLI Faculty Development Coach to observe a class where students use GenAI. Their feedback highlights opportunities to scaffold critical evaluation skills into the project.

Based on reflection and feedback, you implement these changes:

Introduce a workshop on evaluating AI-generated content, including recognizing biases and ensuring citations for any AI-generated material.

Add a project requirement where students acknowledge their use of GenAI, explaining how they refined or built upon AI outputs.

Provide examples of strong versus weak AI-assisted work to set clear expectations for originality and critical engagement.

After implementing these changes, you evaluate their impact:

What improved? Students demonstrate a deeper understanding of the material and articulate how they used GenAI as a tool, rather than relying on it entirely.

What remains challenging? Some students still struggle with balancing AI use and independent thought, suggesting a need for further emphasis on scaffolding these skills.

Through reflective practice, you transformed the integration of GenAI from a novelty into a meaningful learning experience. Students gained critical digital literacy skills while adhering to principles of academic integrity and applied education. This process also enhanced your ability to incorporate new technologies effectively, demonstrating adaptability and commitment to lifelong learning.

Tools for Self-Assessment and Reflection

Reflective practice is most effective when supported by tools and methods that help you document, analyze, and act on your observations and feedback. Here are some strategies you can use:

- Teaching Journals: Document your observations and reflections after each class. Use guiding questions such as: "What teaching strategy worked best today?" or "What adjustments could improve student understanding?" The teaching journal does not need to be a traditional notebook; you could leave yourself a series of voice notes or record short videos.
- Feedback Logs: Keep a record of feedback from students, peers, and self-assessments. Look for recurring themes and areas to address.
- Lesson Reviews: After each class, evaluate: Which activities or approaches most effectively engaged students? Were there moments where students seemed confused or disengaged? What could be adapted to improve future lessons?

Reflective practice helps you improve as an educator by turning daily teaching experiences into opportunities for growth. Tools like teaching journals, feedback logs, and lesson reviews allow you to document successes, address challenges, and refine your approach to better meet student needs. By reflecting regularly, you enhance your teaching, align with institutional values, and foster a dynamic learning environment that supports student success and lifelong learning.

Seeking Feedback: Peer and Student Insights

By gathering input from students and peers, you can refine your methods and create more impactful learning experiences.

- Student Feedback: Students are at the heart of your teaching, and their feedback offers unique insights into their learning experience.
  o *Formal Methods:* Use end-of-course evaluations to gather structured input on teaching strategies, materials, and engagement.
  o *Informal Check-Ins:* Conduct brief surveys (e.g. start-stop-continue) or discussions mid-semester to address challenges in real time.
  o *Reflection Tip:* Look for common themes in student feedback, such as requests for more clarity or engaging activities, and adapt your approach accordingly.

- Peer Feedback: Collaborating with colleagues provides a fresh perspective and encourages shared growth.
  o *Peer Observations:* Invite a trusted colleague or a CLI Faculty Development Coach to observe a class. Focus their attention on specific areas, such as student interaction or clarity of instruction.
  o *Reciprocal Observations:* Exchange observations with a peer, offering each other constructive feedback.
  o *Reflection Tip:* Use peer suggestions to experiment with new strategies while maintaining your unique teaching style.

- Chairperson Feedback: Your chairperson can provide valuable insights on how your teaching aligns with program and institutional goals.
  - *Request an Observation:* Ask for specific feedback on areas like inclusivity, applied learning, or course alignment.
  - *Follow-Up Conversations:* Use the feedback session to develop actionable plans for improvement.

When requesting feedback:

- Set clear goals
- Communicate the specific areas you'd like feedback on, such as fostering engagement or refining assessments
- Schedule follow-ups
- Plan a post-observation discussion to clarify strengths and actionable suggestions
- Act on feedback
- Use the input to inform changes and revisit its effectiveness through follow-up reflections.

Gathering feedback from students, peers, and Chairs/Coordinators provides invaluable perspectives that help you enhance your teaching and align with program goals and institutional priorities. By using structured methods, engaging in collaborative observations, and acting on insights, you not only refine your practice but also model a commitment to continuous growth.

Applying Reflective Practice to Advance Teaching and Learning

Reflective practice becomes transformative when it leads to actionable changes that align with Assiniboine College's commitments to applied education, reconciliation, and equity. Drawing on feedback and self-reflection, faculty can adopt evidence-based strategies to create meaningful and inclusive learning experiences, grounded in the principles outlined in the Instructional Charter and Academic Charter.

- Adapting Strategies to Support Diverse Learners: Assiniboine's Academic Charter emphasizes inclusive and adaptable teaching methods informed by adult learning principles.
  - *Example:* Scaffold learning by structuring lessons in progressive steps, incorporating discussions, or using collaborative, hands-on projects to deepen understanding.
- Enhancing Engagement through Applied and Active Learning: Active learning (explored more later in the handbook) fosters critical thinking and real-world problem-solving, key tenets of applied education as highlighted in the Academic Charter.
  - *Example:* Use case studies, simulations, or role-playing exercises that require students to apply concepts to practical scenarios, making learning interactive and directly relevant to their future careers.
- Clarifying Expectations and Providing Support: Transparency and support in assignments and assessments contribute to student success and equity.

- o *Example:* Offer clear guidelines and rubrics for assessments, provide exemplars, and integrate iterative feedback to help students meet expectations and build confidence.
- Deepening Personal Understanding of Indigenous Perspectives: Assiniboine's [Indigenization Strategy](#) encourages faculty to engage in learning opportunities that build knowledge of Indigenous ways of knowing, histories, and traditions. Your own learning informs how you adapt teaching strategies to support reconciliation and student success.
  - o *Example:* Attend workshops or professional development sessions led by Indigenous Knowledge Keepers or Elders to learn about traditional ecological knowledge, storytelling, or land-based education.
  - o *Example:* After learning about storytelling as a teaching tool, experiment with integrating it into your lessons to illustrate key concepts or create connections between theoretical and practical knowledge.
  - o *Example:* Discuss with students how your engagement with Indigenous perspectives has shaped your teaching, encouraging them to reflect on their own learning journeys.
- *Modeling Reflective Practice for Students:* By demonstrating your own reflective practices, you foster lifelong learning skills in students, as emphasized in the [Instructional Charter](#).
  - o Example: Share how you adapt your teaching based on feedback, encouraging students to reflect on their learning and adapt their approaches to meet challenges.

Reflection Tip: After implementing changes, revisit their effectiveness through further reflection and feedback. Consider the impact on student engagement, inclusivity, and alignment with Assiniboine's institutional goals.

Balancing Professional Expertise with Teaching

Balancing your dual roles requires integrating your industry knowledge with evidence-based teaching practices.

Applied Education as a Bridge: Assiniboine's applied learning model encourages faculty to connect theoretical concepts with practical applications. Example: Design assignments that simulate industry challenges, encouraging students to apply classroom knowledge to solve practical problems.

Continuous Development in Both Areas: Stay current in your field while also advancing your teaching skills. Example: Attend industry conferences and educational workshops to ensure your expertise informs your teaching, and your teaching aligns with emerging trends in both fields.

Supporting Lifelong Learning for Students: Model a commitment to lifelong learning by demonstrating adaptability and openness to new teaching methods or technologies.

Building a Professional Identity: Collegiality and Ethical Standards

The Instructional Charter highlights the importance of collegiality in building a supportive work environment. Sharing resources, collaborating on curriculum, and mentoring peers strengthens program quality and enriches the student experience.

- Action: Collaborate with colleagues to align courses to program-level outcomes, ensuring that course content and objectives are consistent and support the overall goals of the program.
- Tip: Engage in regular team discussions to share insights and address challenges collaboratively.

Ethical behavior is foundational to your role, guiding fair, transparent, and respectful interactions with students and colleagues. Consult the Instructional Charter and M10: Respectful College Policy for a detailed outline of professional and ethical expectations.

- Action: Model ethical behavior by adhering to academic integrity policies and ensuring grading practices are transparent and fair.
- Tip: Reflect on how your teaching aligns with principles of equity, respect, and integrity.

While faculty have autonomy in the classroom, the Instructional Charter emphasizes contributing to broader program and institutional goals.

- Action: Collaborate on program-level initiatives such as curriculum mapping, incorporating Universal Design for Learning Principles, or Indigenizing curriculum.
- Tip: Consider how your teaching supports collective goals of the program, such as reconciliation, equity, and applied education.

Review the Instructional Charter regularly to guide your practice and ensure alignment with Assiniboine's values. By fostering collegiality, upholding ethics, and balancing individual and collective responsibilities, you contribute to a vibrant academic community that supports both student and institutional success.

Aligning with Institutional Mission and Values

As a faculty member at Assiniboine College, your teaching and professional responsibilities should reflect the college's mission to transform lives through applied education, its vision of exceptional learning experiences, and its commitments to reconciliation, equity, and student success. The Instructional Charter and Academic Charter provide frameworks for aligning your work with these priorities.

Reconciliation is a central commitment of Assiniboine's mission, supported by the Indigenization Strategy. Faculty play a vital role in fostering respectful, inclusive learning environments that reflect Indigenous perspectives and histories.

- Action: Integrate Indigenous perspectives into your teaching. Refer to the Indigenization Strategy and credible resources such as the Truth and Reconciliation Commission (TRC) Calls to Action, Calls for Justice from the National Inquiry into Missing and Murdered

Indigenous Women and Girls (MMIWG), and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Consult with Knowledge Keepers and Elders within communities that you engage with. Seek out further resources from reliable sources that expand your learning in reconciliation.

- Tip: Reflect on how your curriculum and classroom practices promote understanding and reconciliation for all learners.

Assiniboine prioritizes equity and diversity by ensuring all students feel valued and supported. Faculty are key in designing accessible and inclusive learning experiences.

- Action: Apply Universal Design for Learning (UDL) principles to make your teaching materials and assessments accessible to all students.
- Tip: Use tools like formative feedback to assess how well your teaching meets the needs of a diverse student body.

The Academic Charter emphasizes applied education, which bridges theoretical concepts with real-world practice. Your teaching should help students connect learning to their future careers.

- Action: Design activities that simulate workplace scenarios, encouraging students to apply skills and think critically about real-world problems.
- Tip: Align course outcomes with program-level learning outcomes to ensure students graduate job-ready.

Aligning your teaching with Assiniboine's mission and values enhances the student experience and contributes to the college's strategic priorities. Regularly consult the Instructional Charter and Academic Charter to guide your practice, ensuring your work fosters reconciliation, equity, and exceptional applied learning for all students.

Curriculum Development and Delivery

Curriculum development and delivery at Assiniboine College are collaborative processes that ensure courses meet institutional standards, align with program outcomes, and support high-quality learning experiences. Faculty play a critical role in designing, implementing, and refining curriculum to prepare students for meaningful careers while promoting equity and accessibility.

As a faculty member, your contributions are essential to maintaining Assiniboine's commitment to applied education. Key responsibilities include:

- Aligning Courses with Program Goals: Design, develop, and/or deliver content, assessments, and activities that support program learning outcomes, ensuring coherence and progression across courses. Each program area may differ as to the activity and level that is available to faculty to engage. Confirm with your academic leader prior to commencing curriculum activities.

- Use and Develop Moodle Seeds: Moodle Seeds are Moodle pages which are developed with the purpose of being duplicated for all the faculty who teach the course. As part of your role, you may be asked to use or develop course seeds. Moodle Seeds containing curricular assets are maintained and stored for future duplications, ensuring consistency, saving time, and meeting institutional expectations.

- Participating in Curriculum Reviews: Provide insights and feedback to enhance program quality and respond to industry trends.

- Promoting Accessibility and Inclusion: Use Universal Design for Learning (UDL) principles to ensure all students can engage with course materials and activities.

Faculty collaboration during course development ensures that programs remain relevant, innovative, and aligned with Assiniboine's values and policies.

Key curriculum components faculty may be responsible for developing and renewing are:

Course Blueprint:

The course blueprint maps course learning outcomes to program outcomes, assessments, and learning activities and materials. It serves as a foundational document for course design.

Course Outline:

The course outline is a detailed, approved document that communicates course goals, assessments, and policies to students.

Assessments:

Meaningful, valid, authentic and diverse assessments that measure students' achievement of course learning outcomes.

Learning Materials:

Resources that support course learning objectives and reflect current knowledge and practices in the field.

Learning Activities:

Interactive and engaging activities, such as discussions, group work, or case studies, to promote active learning and critical thinking.

Moodle Pages:

Moodle is Assiniboine's Learning Management System. Organized, accessible Moodle course pages that meet Moodle Minimum Presence (MMP) Standards and facilitate in-person, online and/or blended learning.

Your Department and Administrative Essentials

As a faculty member at Assiniboine College, your role extends beyond the classroom. Understanding your department's structure, collaborating effectively with your team, and managing essential administrative tasks are vital for your success and for ensuring a seamless experience for students.

This section provides an overview of department structures, guidance on working with your chairperson and colleagues, and essential administrative functions. For specific procedures and policies, refer to the resources provided by your department and the Academic Policies.

Building Connections: Department Structures and Roles

Each department at Assiniboine is structured to support faculty and students effectively. Familiarize yourself with the roles and responsibilities of key team members to understand how they can support you:

- Dean: Provides managerial oversight of your academic unit.
- Chairperson/Chair: Leads your department and oversees faculty responsibilities, program planning, and alignment with institutional priorities.
- Program Coordinators: May provide additional leadership by managing specific program-related tasks, such as curriculum updates or student advisement.
- Administrative Staff: Handle scheduling, communications, and logistical support to ensure smooth department operations.
- Student Success Advisors (SSAs): Actively support students in developing proactive plans to seamlessly transition into and thrive within the college learning environment.

Some actions to get started are:

- Schedule a meeting with your chairperson/chair and administrative staff early in your employment to understand department-specific protocols and resources. Your onboarding checklist can help guide this conversation.

Attend program and departmental meetings to stay informed about program updates, policies, and shared goals.

Tip: Build relationships with colleagues by participating in program and departmental initiatives, such as program reviews or curriculum development sessions.

Collaborating with Your Chairperson/Chair and Team

Your chairperson is a key resource for navigating your role and responsibilities. Regular communication fosters a collaborative environment and ensures alignment with program and institutional goals.

Chairperson Collaboration:

- Seek guidance on program expectations, curriculum alignment, and institutional policies.
- Regularly update your chairperson on course progress and any challenges you encounter.

Team Collaboration:

- Work with colleagues to ensure consistency across courses, especially for shared learning outcomes.
- Example: Coordinate with faculty teaching prerequisite or follow-up courses to ensure a seamless progression for students.

Tip: Use program and department meetings and shared platforms, such as, Moodle, Teams, or SharePoint to collaborate effectively and stay connected.

Essential Administrative Functions: Rosters, Grading, and Scheduling Basics

Administrative responsibilities are an essential part of your faculty role. These tasks ensure students have a clear, organized experience and that institutional requirements are met.

Rosters:

- Access rosters through MyACC to monitor enrollment and track attendance.
- Verify your roster at the beginning of each term to ensure accuracy.

Grading:

- Submit grades through MyACC or other designated systems by the deadlines set by the Registrar's Office.
- Ensure grading aligns with institutional policies and use tools like Moodle's gradebook to streamline calculations and share grades with students.

Scheduling:

- Collaborate with your Chairperson or administrative staff and colleagues to manage course schedules.
- Communicate any conflicts or adjustments well in advance to minimize disruptions.

Action: Review department-specific job aids and/or consult with administrative staff for detailed instructions on using systems like MyACC and Moodle for these tasks.

Building strong connections within your department, collaborating with your team, and managing administrative responsibilities are key to your success as a faculty member. By understanding your department's structure, working closely with your chairperson, and mastering administrative tools, you contribute to a well-organized and effective learning environment. For additional guidance, consult department-specific resources or seek support from colleagues and administrative staff.

Getting Started on College Technology

Assiniboine College provides several technology platforms and tools to support faculty in delivering effective and organized instruction. From managing course materials to submitting grades, these tools are integral to your role. This section offers an overview of key platforms, guidance on setting up secure access, troubleshooting tips, and a quick-start checklist to help you navigate college technology with ease.

Overview of Key Platforms: MyACC, Moodle, and Colleague

MyACC: Centralized portal for managing administrative tasks, including student rosters, schedules, and grade submissions. Key Features:

- View class lists and student information.
- Submit grades and attendance records.

Action: Log in early and ensure you can navigate MyACC.

Moodle: Our Learning Management System (LMS) for organizing course content, assignments, and communication with students. Key Features:

- Upload course outline, learning materials, and assessments.
- Depending on your course delivery, Moodle can be used for student collaboration and communication.
- Use the gradebook to track and communicate student progress.
- Facilitate discussions through forums or chat tools.

Action: Access Moodle training sessions for beginners (Moodle Essentials Program) through the Centre for Learning and Innovation (CLI) to maximize its potential by sending a request for Training to IT Service Desk at itservicedesk@assiniboine.net

Colleague: Institutional system for managing course schedules, program data, student records, as well as purchasing requisitions.

- Primarily used by administrative staff, but faculty may need access for specific tasks.

Action: Contact your department's administrative team for Colleague access and training if required.

Setting Up Secure Access: VPN Setup and Remote Access

Assiniboine's secure Virtual Private Network (VPN) allows you to access internal systems and resources from off-campus locations.

VPN Setup:

- Step 1: Request VPN access through the IT Help Desk.
- Step 2: Follow the provided instructions to download and install the VPN client on your device.
- Step 3: Log in using your Assiniboine credentials to securely access systems like MyACC or shared drives.

Remote Access Tips:

- Ensure your internet connection is stable before accessing the VPN.
- Use college-approved devices to ensure compatibility and security.

Using OneDrive, Sharepoint, TEAMS, and/or Moodle eliminates the need for VPN access.

Action: Visit the IT Services page or contact the Help Desk at ITServiceDesk@assiniboine.net or at 204-725-8700 ext 6765 for step-by-step guidance on VPN setup.

Cisco DUO: Multifactor authentication (MFA) system

Provides extra security and protection to Assiniboine's college logins to protect you, your personal information, and the college system from unauthorized access and phishing attacks. Action: Refer to Assiniboine's Multifactor Authentication (MFA) webpage for more information and how to enroll.

Troubleshooting and Training Resources

Troubleshooting Tips:

- Login Issues: Reset your password using the self-service portal or contact the IT Help Desk for assistance. You can send an email to ITServiceDesk@assiniboine.net or submit a ticket by clicking on the "IT/iAIM Service Desk" tab at the top of your MyACC page.
- System Downtime: Check for scheduled maintenance announcements on MyACC or through IT notifications.
- Technical Support: Reach out to the IT Help Desk via email at ITServiceDesk@assiniboine.net or submit a ticket by clicking on the "IT/iAIM Service Desk" tab at the top of your MyACC page for assistance with persistent issues.

Training Resources:

- CLI Workshops: Attend sessions on Moodle and other tools to enhance your technical skills.
- User Guides and Tutorials: Access detailed guides through IT Services or CLI's Teaching Resources website.
- Peer Support: Connect with colleagues who are experienced users of the platforms for informal guidance.

Quick Start Checklist for College Technology

- Set Up Access: Activate your Assiniboine account and familiarize yourself with your credentials. Request VPN or Remote desktop access if you plan to work remotely, or utilize platforms like OneDrive, SharePoint, TEAMS, and/or Moodle that are web- or cloud-based.
- Explore Key Platforms: Log in to MyACC to review your class rosters and schedules. Access Moodle and begin uploading course materials.
- Attend Training: Register for CLI workshops to strengthen your understanding of college technology for teaching and learning.
- Bookmark Resources: Save links to IT Services, MyACC, Moodle, and other tools for quick reference.
- Test Your Setup: Ensure your devices are properly configured for remote access, DUO multi-factor authentication, and all key platforms.

Becoming familiar with college technology is an essential part of your role as a faculty member at Assiniboine. By using platforms like MyACC and Moodle, setting up secure access, and taking advantage of training resources, you can manage your courses and administrative responsibilities effectively. For additional support, contact the IT Help Desk or the Centre for Learning and Innovation.

Part 2 Reflection

Consider how foundational practices, such as reflective teaching and dual professionalism, can enhance your effectiveness as an educator.

- What initial steps can you take to transition from industry to college teaching while embracing dual professionalism?
- How have reflective practice tools, such as teaching journals or peer feedback, helped you grow as an educator?
- How can you contribute to departmental initiatives and strategies to enhance program quality?

Part 2 Conclusion

By grounding yourself in reflective practice, professional standards, and the principles outlined in Assiniboine's charters and policies, you are well-prepared to navigate your role as a faculty member. These foundations provide the guidance and support needed to align your teaching with the college's mission and values.

Building on these fundamentals, the next section will focus on empowering students, exploring strategies and resources to foster their success both inside and outside the classroom.

Part 3 – Student Success

At Assiniboine College, student success takes many forms, reflecting the unique aspirations and challenges of each learner. For some, success means excelling academically; for others, it's about building confidence, developing new skills, or preparing for meaningful careers. Through applied education and hands-on learning, the college is dedicated to supporting students in achieving their goals.

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Reflect As You Read

- How can you identify when a student might benefit from support services, and what steps will you take to connect them with resources?
- What opportunities exist to collaborate with campus partners, such as Indigenous Affairs, Accessibility Services, or the Centre for Learning and Innovation, to enhance student success?
- In what ways can you adjust your teaching to create a more equitable and inclusive classroom environment?
- By embracing the diversity of student experiences and aspirations, faculty play a vital role in shaping pathways to success for every learner.

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Overview of Student Success Services and Supports

Assiniboine College offers a comprehensive array of student support services designed to foster academic success and personal well-being. These services include:

- [Accessibility and Disability Services](#): Coordinates accommodations for students with disabilities.
- [Health and Wellness](#): Includes services and wellness initiatives to support emotional well-being.
- [I.M. Well Student Assistance Program](#): A free, confidential counseling service accessible to students and their immediate family members, offering support such as counseling, financial consulting, legal consulting, and life coaching.
- [Medical Clinic:](#) Provides primary health care appointments with a Nurse Practitioner, available to students in Brandon on an alternating weekly basis between Assiniboine College and Brandon University campuses.
- [Personal and Academic Advising](#): Student Success Advisors (SSAs) actively support students in developing proactive plans to seamlessly transition into, and thrive within the college learning environment. Alongside offering crucial information about courses, programs, and the institution, they provide valuable referrals to address learning, personal, and financial barriers.
- The Wellness Advisor: Collaborates with SSAs to guide students, supporting them to understand and access physical and mental health resources. Also promotes holistic well-being across the college community, fostering a culture of mental and physical wellness. Students are referred to the Wellness Advisor by their SSAs.
- [The Learning Curve](#): Offers tutoring, study skills workshops, and resources for academic improvement.
- Cultural Centre: Cultural Centres provide comfortable, welcoming environments for students to relax and mingle. Our robust visiting Elders and Knowledge Keepers program includes a dozen Elders and Knowledge Keepers that represent Dakota, Anishinabek, St'at'imc, and Métis nation.
- Library: provides students with essential academic resources, services, and collaborative learning spaces to enhance their educational success.

Familiarize yourself with these services and their locations on campus so you can confidently guide students toward support when needed. See the [Student Supports](#) webpage on the college website for more information.

Proactive Advising: Partnering with Advisors for Student Success

Proactive advising is a student-centered approach that emphasizes early intervention, intentional guidance, and collaboration to support students before challenges escalate. By partnering with Student Success Advisors, faculty can enhance this proactive strategy to foster student engagement, retention, and achievement.

Principles of Proactive Advising

The proactive advising model, informed by NACADA (National Academic Advising Association), focuses on:

- Anticipating Needs: Identifying potential obstacles early and providing timely support.
- Building Relationships: Establishing trust and rapport with students to encourage open communication.
- Encouraging Responsibility: Empowering students to take ownership of their academic and personal development.

Faculty are uniquely positioned to contribute to this model by observing student behavior and performance in real-time, serving as an essential link to the advising team.

Faculty's Role in Proactive Advising

Faculty can partner with advisors to implement proactive advising strategies effectively:

- Identifying At-Risk Students: Monitor attendance, participation, and academic performance for early signs of difficulty. Look for non-academic indicators, such as changes in behavior or disengagement.
- Communicating Observations: Share concerns with Student Success Advisors through established referral channels. Provide detailed, factual information to help advisors understand the student's context and needs.
- Collaborating on Intervention Plans: Work with advisors to develop and implement tailored strategies that address both academic and personal challenges. Participate in discussions on course-specific accommodations or alternative pathways for success.
- Integrating Proactive Practices into Teaching: Schedule time during class for students to complete semester plans or calendars with key deadlines, helping them manage their time effectively. Invite Student Success Advisors to present in class about available supports, reinforcing the connection between advising and academic success.

Faculty can directly support proactive advising efforts through classroom practices and outreach:

- Frequent Check-Ins: Conduct mid-semester surveys or one-on-one meetings to gauge student progress and concerns.
- Personalized Feedback: Provide constructive and timely feedback on assessments, helping students understand areas for improvement.
- Early Alert Systems: Use tools provided by the college to flag students who may need additional support, ensuring timely advisor intervention.

Proactive advising is most effective when faculty and advisors work collaboratively.

Examples of successful partnerships include:

- Coordinating efforts to provide targeted support for students transitioning into new academic programs.
- Sharing trends in classroom challenges (e.g., common content misunderstandings) with Student Success Advisors, enabling them to guide students more effectively.
- Referring students for proactive advising workshops on time management, study strategies, or stress management.

Studies show that proactive advising significantly improves retention and graduation rates, particularly for at-risk students, by fostering meaningful connections and addressing challenges before they become barriers (Varney, 2012). By integrating proactive advising into their teaching practices and collaborating closely with advisors, faculty can create a robust support system that empowers students to succeed academically and personally.

Making Effective Referrals to Support Services

As a faculty member, you are often one of the first to notice when a student may benefit from additional support. Your referral can play a crucial role in connecting students to the resources they need to thrive. A thoughtful and informed approach to referrals not only ensures students feel supported but also reinforces the college's commitment to their success.

Your faculty referral matters because it:

- Builds Trust: When students hear about support services directly from you, they are more likely to feel that seeking help is both normal and encouraged. Your role as a trusted instructor can reduce stigma and increase their willingness to access services.
- Ensures Timely Intervention: Early referrals can prevent minor challenges from becoming major obstacles. Addressing concerns such as academic struggles, mental health challenges, or financial stress early increases the likelihood of student success.
- Reinforces Institutional Support: A referral signals to students that they are part of a supportive community invested in their well-being.

To make effective referrals, it's essential to be familiar with the wide range of student services offered at Assiniboine College. This includes understanding what each service provides, where it is located, and how students can access it. You can build connections with support services by introducing yourself to the Student Success Advisor (SSA) and staff in key service areas to understand their processes and referral expectations.

To make an effective referral:

1. Identify the Need: Observe signs of struggle, such as academic performance issues, withdrawal from participation, or expressions of stress.
2. Discuss the Referral: Have a private conversation with the student to express your concern and recommend the appropriate service. Use language that emphasizes support, such as: "I want to help you succeed, and I think the Learning Curve could be a great resource for building skills in this area." Explain available services and how they can help. Listen actively to understand the student's concerns.

3. Facilitate the Connection: Tailor the referral approach to the student's comfort level and the service you are referring to. This might include:
    a. Accompany the Student: Walk them to the appropriate service for an in-person introduction, especially for urgent needs.
    b. Make a Call or Email: Call the service on behalf of the student to confirm availability and help schedule an appointment.
    c. Provide Resources: Share the service's contact information, location, and hours, and encourage the student to reach out directly.
4. Follow-up: Check in with the student after making the referral to see if they connected with the service and if they need further support.

Tip: Keep contact details for key services readily available and share them in your course for easy student access.

Empowering Students to Utilize Student Support Services and Resources

Encouraging students to take an active role in accessing support services fosters their independence and resilience. You can empower students by:

- Normalizing Resource Use: Highlight the availability of services in your course outline and during class discussions to reduce stigma and encourage utilization. Share success stories or examples of how these resources have helped other students achieve their goals.
- Encouraging Self-Advocacy: Help students articulate their needs and guide them on how to seek help effectively. Provide tools like checklists or questions they can use when approaching services.
- Bringing Services into the Classroom: Invite staff from Academic Advising, Accessibility Services, Library, or the Learning Curve to present briefly during class. This fosters familiarity and rapport, making it easier for students to approach these services when needed. Example: Arrange a 10-minute presentation from the Student Success Advisor or the Wellness Advisor before assessments to discuss topics like stress management and available supports and strategies.

Tip: Reinforce that seeking support is a proactive step toward success, and engaging with services is part of building their personal and professional growth.

Fostering Equity and Inclusion for Student Success

At Assiniboine College, fostering equity and inclusion is central to creating environments where all students can thrive. Guided by the JEDI Policy (Justice, Equity, Diversity, and Inclusion), Assiniboine is dedicated to working together with students to remove barriers, foster a sense of belonging, and create an environment where every learner can thrive, recognizing that success is a shared path built on mutual commitment and active participation. Faculty play a vital role in advancing these values by designing courses and teaching practices that reflect and celebrate diversity, fairness, and inclusivity.

The JEDI Policy outlines foundational principles to guide your teaching:

- Justice: Address and dismantle systemic barriers to access and success.
  - Action: Reflect on potential inequities in your classroom and identify ways to create fair opportunities for all students.
  - Example: Review your course materials and teaching practices for accessibility, such as ensuring that all videos have captions, providing alternative text for images, and using formats compatible with screen readers.
- Equity: Provide tailored support and resources that meet diverse student needs.
  - Action: Use accommodations, flexible assessments, and differentiated instruction to address individual challenges.
  - Example: Offer multiple options for submitting assignments, such as video presentations, written reports, or infographics, allowing students to demonstrate their knowledge in ways that align with their strengths.
- Diversity: Recognize and value the unique backgrounds, experiences, and perspectives students bring to the classroom.
  - Action: Incorporate examples, case studies, and resources that reflect various cultures, identities, and viewpoints.
  - Example: When discussing case studies, include examples from various cultural, geographic, and socioeconomic contexts, such as analyzing business models in both Western and non-Western settings to reflect global perspectives.
- Inclusion: Build an environment where all students feel respected, valued, and empowered to participate.
  - Action: Use inclusive language, encourage open dialogue, and model respect for all perspectives.
  - Example: Start each semester by collaboratively creating a classroom agreement with students on respectful communication and participation expectations, ensuring everyone has input and ownership in creating a welcoming space.

Justice, Equity, Diversity, and Inclusion (JEDI) in Teaching: A Quick Start Guide for College Instructors

Justice, Equity, Diversity, and Inclusion (JEDI) are core educational principles rooted in fairness, belonging, and access. They are also part of a broader human rights commitment that asks educators to recognize how power and privilege show up in our classrooms—sometimes unintentionally—and how systemic inequities can create barriers to learning. For example, students from low-income or rural backgrounds may not have the same access to technology or study support; Indigenous learners may feel excluded in content that ignores or misrepresents their histories; and gender-diverse or 2SLGBTQ+ students may face subtle or overt bias—for example, being misgendered by peers or instructors, excluded from group decision-making, or asked intrusive questions about their identity.

JEDI principles call on us to notice these patterns and build learning environments where all students feel they belong and can thrive. This includes being mindful of students with disabilities or mental health conditions, who may face stigma, inaccessible learning formats, or environments that do not support their ways of learning and being. For instance, a student with

a learning disability may struggle with long, text-heavy assignments unless given the option to demonstrate knowledge through oral or visual formats. Similarly, a student managing a mental health condition might need flexibility in deadlines or participation methods during flare-ups. Physical spaces, too, must be considered—for example, making sure students using mobility devices can access shops, labs, or field sites without barriers. By building flexibility, asking for feedback, and consulting available accessibility supports, instructors can help reduce exclusion and stigma in ways that respect both safety and dignity. Recognizing this helps us remove barriers that are often invisible to others but very real for the student affected.

At Assiniboine College, JEDI informs not just our values but our pedagogy, instructional design, and relationships with learners. Drawing inspiration from UBC's Equity & Inclusion Office and our own Assiniboine JEDI Policy (M18), JEDI work begins with self-reflection and leads to action. Every instructor—whether teaching in academic, trades, or health-related fields—has the ability to build more inclusive, accessible, and culturally responsive classrooms, shops, labs, and online learning spaces.

Why JEDI Matters in Every Teaching Context

- Justice: Ensures that college systems and practices identify and eliminate inequities that prevent learners from thriving.
- Equity: Supports all learners according to their needs—not identically, but fairly.
- Diversity: Recognizes that diverse perspectives and identities strengthen learning communities.
- Inclusion: Fosters full participation through design, representation, relationships, and feedback.

JEDI Frequently Asked Questions (FAQ)

Q: What if students are training in an industry where JEDI isn't widely embraced?

A: Some industries—such as trades, tech, agriculture, or emergency services—may have a history of exclusionary practices or workplace cultures where jokes, language, or hierarchies reinforce outdated norms. This makes it even more important to prepare students for how to recognize bias, navigate discomfort, and advocate respectfully for themselves and others. Faculty can model inclusive communication, coach students through challenging placement dynamics, and connect with equity-minded industry partners to build safer, more welcoming environments. *You don't have to change an entire industry—but you can influence the culture one classroom or shop at a time.*

Q: What if I'm not an expert in JEDI?

A: You don't need to be an expert. Start with curiosity, humility, and reflection. Small steps—like learning inclusive language or diversifying examples—have a meaningful impact.

Q: Isn't fairness about treating all students the same?

A: Fairness isn't sameness. Equity means recognizing different starting points and adapting teaching and support accordingly.

Q: Will students notice or care?

A: Yes. When students see themselves reflected in the content and treated with respect, they're more engaged and confident in their learning.

Q: What if I make a mistake?

A: Mistakes are part of growth. Apologize, reflect, and continue learning. JEDI is a continuous practice.

Q: Who can support me in this work?

A: Reach out to the Centre for Learning Innovation, the Senior Advisor Student Affairs, the Respectful College Coordinator, or your Chair for resources and support.

JEDI in Practice

Context	Practices for Inclusion
Classrooms	Use flexible participation methods like discussion boards, one-on-one reflections, or team-based challenges to support diverse learning preferences. Co-create community agreements that outline respectful interaction, pronoun use, and feedback norms. Ensure course content includes perspectives from various cultures, genders, and lived experiences. Assign group roles thoughtfully and monitor group dynamics to avoid exclusion or dominance. Integrate resources authored by BIPOC, 2SLGBTQ+, Indigenous, and disabled professionals.
Shops & Labs	Ensure physical accessibility of tools and spaces (e.g., adjustable benches, ergonomic tools, mobility access). Model inclusive language and challenge gendered assumptions in trades. Offer gender-neutral safety gear in a variety of sizes. Establish norms for respect and safety and create a culture where questions and collaboration are encouraged across identity groups. Provide opportunities for all students to take on leadership roles or explain techniques to peers.
Practicums	Prepare students to navigate exclusion and advocate for themselves by discussing scenarios related to bias, safety, and inclusion. Debrief placements with reflective questions about equity and accessibility. Normalize mental health challenges as part of a shared human experience, not something limited to certain students. Coordinate with placement sites to ensure they understand accommodation needs and encourage students to speak up about any challenges. Ensure trauma-informed support and flexibility is available.
Online Learning	Ensure accessibility by captioning videos, using alt-text for images, and providing screen reader-compatible materials. Break content into manageable chunks and use plain language to reduce cognitive overload. Offer multiple modes of participation—like written responses, video discussions, or visual assignments. Maintain an inclusive tone throughout and avoid idioms, slang, or culturally specific references that may exclude some students. Check in on participation patterns and engagement gaps.
Work-Integrated Learning	Coach students on respectful communication in workplaces, including how to respond to microaggressions and seek support when needed. Encourage self-reflection on identity and inclusion during placements. Partner with employers to foster equitable mentorship and ensure feedback is constructive and bias-aware. Check in with students during and after placements to support wellbeing and address concerns. Share successes to model inclusive workplace stories and relationships.

JEDI Curriculum & Instructional Methods Self-Check

Self-Check Item	Guiding Question	Example
Learning Materials and Content	Do examples reflect multiple learner identities (e.g., Indigenous, newcomer, gender-diverse)?	Use blueprints from both urban and rural housing developments in a carpentry course.
Language Use	Are workplace terms respectful and inclusive? Avoid exclusionary jargon.	Replace "manpower" with "workforce" and "foreman" with "lead."
Delivery Methods	Are you mixing lecture, hands-on, visual, and discussion-based learning?	Combine a welding demo with a group task identifying safety hazards.
Classroom Norms	Are expectations for safety/respect co-created and reinforced?	Set ground rules with students for respectful teamwork in the first lab session.
Accessibility & UDL	Are materials available in multiple formats (e.g., print, digital, captions)?	Provide both digital and printed safety checklists.
Assessment Options	Do assessments match different strengths—written, oral, hands-on?	Offer a choice: recorded demo, written report, or live Q&A presentation.

Inclusive Lesson Planning Framework

Phase	Action Item	Example
Before the Session	Identify at least one way this lesson helps learners understand or experience fairness, inclusion, or diverse perspectives.	Include a case study comparing traditional and Indigenous approaches to resource management.
	Ensure your examples, tools, or media reflect real-world diversity (e.g., different cultural practices, industry settings, gender roles).	Use footage or materials from global industry settings showing gender-diverse professionals.
	Prepare a backup plan for learners with hearing, mobility, or vision needs.	Provide captioned videos, printed notes, or assistive-friendly slide decks.
During the Session	Welcome students using inclusive language ("folks," "everyone") and invite contributions without pressure.	Say "Welcome everyone" and allow anonymous input tools.
	Acknowledge whose land you're teaching on, especially in field-based or practical training.	Acknowledge the Treaty land in your opening remarks.
	Use multiple modes: demo + discussion, group + solo work, physical + visual + spoken.	Combine lab walkthrough with reflective prompts and partner tasks.
	Address biased comments or assumptions gently but firmly set the tone for the learning environment.	Use group agreements as reference to pause and reframe.
After the Session	Ask: Did all students engage? Who led? Who stepped back?	Track group dynamics and note who hasn't spoken.
	Get quick feedback: "What made today feel welcoming or difficult?"	Use a 1-minute paper or digital survey tool.
	Adjust materials or your approach for next time. Build on what worked.	Add more visual aids if students noted text was dense.

Note: JEDI is not about being perfect—it's about being proactive and willing to grow with your learners.

Inclusive Teaching Cycle: Planning, Delivery, and Reflection Framework

Phase	Action Item	Example
Before the Session	Identify inclusive learning goals.	"Today's lesson helps students compare two cultural approaches to environmental tech."
	Ensure tools/media reflect real-world identity diversity.	Use training footage featuring professionals from multiple cultural or gender backgrounds.
	Prepare accessible materials.	Caption videos, add alt-text, ensure readability of slides.
During the Session	Use inclusive greetings and acknowledge the land.	Say "Welcome everyone" and acknowledge local Treaty land before fieldwork.
	Offer varied participation (discussion, writing, demo, reflection).	Ask for hands-on input and written reflections in a mechanics troubleshooting lab.
	Intervene if biased comments arise; reinforce group norms.	Pause and restate ground rules if a comment undermines respect.
After the Session	Reflect on participation: who spoke? Who didn't?	Track engagement patterns and consider follow-up with quieter students.
	Ask for quick feedback on inclusion and clarity.	Use a sticky-note exit ticket: "What felt clear? What felt hard or unwelcoming?"
	Adjust materials or approach for next time.	Revise a lesson based on who was left out or disengaged.

Tip: Review the Indigenization Strategy to explore additional ways to embed culturally responsive teaching and reconciliation into your classroom.

Here are some actions you take for inclusive teaching and curriculum design:

- Diversity: Recognize and value the unique backgrounds, experiences, and perspectives students bring by integrating culturally relevant materials and discussions into the curriculum. For example, in a business course, analyze how practices differ across cultures, incorporating Indigenous perspectives and examples where applicable. This approach ensures diverse contributions are respected and valued without requiring personal disclosure.
- Reflect on Your Curriculum: Review your course outline and learning materials to identify whose voices are included and where representation might be lacking.
- Foster Belonging: Use inclusive language and encourage respectful dialogue to create a classroom culture where all students feel valued.

- Diversify Course Content: Include readings, case studies, or guest speakers that represent a variety of cultures, identities, and perspectives.
- Provide Multiple Means of Representation: Offer course content in different formats, such as videos, slides, and written text, to accommodate diverse learning needs.
- Incorporate Universal Design for Learning (UDL): Design assessments and activities that allow students to engage with and demonstrate learning in varied ways, such as written reports, presentations, or creative projects.
- Be Transparent: Clearly outline course expectations, provide detailed rubrics, and share examples of successful work to help students understand what is required.
- Address Accessibility: Work with Accessibility and Disability Services to ensure accommodations are implemented effectively and proactively design courses to minimize barriers.
- Collaborate with Colleagues: Engage with your program team to share strategies and align course content with program goals while promoting inclusivity.
- Integrate Indigenous Perspectives: Consult the Indigenization Strategy and collaborate with Knowledge Keepers or Elders in the communities you work in to incorporate Indigenous histories, ways of knowing, and cultural practices into your curriculum. Continue to learn by engaging with credible and reliable Indigenous resources such as the Calls to Action and Calls for Justice to ensure you are active in Reconciliation actions.
- Evaluate and Evolve: Use student feedback, peer reviews, and reflective practice to identify opportunities for improvement and celebrate successes.
- Engage in Professional Development: Participate in workshops and training through the Centre for Learning and Innovation (CLI) to strengthen your understanding of inclusive teaching practices.
- Address Diverse Student Needs: Recognize the varying needs of students and provide appropriate support and flexibility while adhering to program guidelines.
- Connect Learning to Student Contexts: Design activities that allow students to apply learning to their own experiences, professional goals, and cultural contexts.

By taking these actions, you can create inclusive, accessible, and empowering learning experiences that align with Assiniboine's commitment to equity and student success.

Indigenization and Supporting Indigenous Student Success

Assiniboine's Indigenization Strategy emphasizes collaboration, respect, and the inclusion of Indigenous perspectives to support reconciliation and equity. This strategy focuses on four pillars:

- Cultural Safety: Ensuring Indigenous students feel respected, valued, and free to express their identities.
- Curriculum and Programming: Embedding Indigenous knowledge, histories, and perspectives into courses and programs.
- Partnerships and Collaboration: Working with Indigenous communities, Elders, and Knowledge Keepers to enrich educational experiences.
- College Environment: Reflecting Indigenous cultures and traditions in physical spaces and institutional practices.

As a faculty member, incorporating Indigenization into your teaching requires intentional learning, reflection, and collaboration. Some ways you can get started are:

- Attend professional development opportunities on Indigenization. Regularly check the Staff Intranet for offerings.
- Consult Assiniboine's Indigenization Strategy for institutional goals and resources.
- Reflect on how Indigenous histories, contributions, and ways of knowing are represented in your field.
- Reflect on your role in advancing reconciliation within your classroom and discipline. Regularly engage in learning about Indigenous histories, treaties, and contemporary issues to deepen your understanding and inform your teaching.
- Build relationships and trust with Indigenous students by creating culturally safe spaces and being approachable. Learn about the supports offered by Indigenous Affairs, such as peer mentorship or visiting Elders and Knowledge Keepers, and encourage students to access these services.

Taking steps to embrace Assiniboine's Indigenization Strategy and integrating Indigenous perspectives into your teaching contributes to reconciliation and fosters success for Indigenous and non-Indigenous students alike. While this journey may feel new for some, remember that small, intentional actions add up to meaningful change over time.

Start by engaging with institutional resources, collaborating with Knowledge Keepers and Elders, and reflecting on how your practices can promote equity, inclusion, and mutual understanding. For support, connect with Indigenous Affairs or the Centre for Learning and Innovation (CLI) as you take these steps forward.

Supporting International Student Success

Assiniboine College recognizes the unique challenges and opportunities that come with supporting international students. Guided by the principles of the [Academic Charter](#), this section outlines strategies to enhance international students' learning experiences, align teaching practices with Assiniboine's mission, and foster an inclusive, equitable academic environment.

Understanding International Students' Needs

International students face a range of challenges, including cultural adaptation, language barriers, and navigating unfamiliar academic systems (Wu at al., 2015). Evidence-based practices indicate that understanding these challenges is critical to providing effective support:

- Cultural Adjustment: Students may experience culture shock or homesickness as they adapt to new social norms and environments. Faculty can ease this transition by fostering an inclusive and welcoming classroom culture.
- Language Proficiency: Language barriers may affect students' participation and confidence. Providing materials in multiple formats (e.g., written, visual, and verbal) and allowing for varied means of expression can help mitigate these challenges.
- Academic Expectations: International students may come from educational systems with different norms, such as less emphasis on critical thinking or collaborative work. Clearly communicating academic expectations and offering examples can bridge these gaps.

Culturally responsive teaching is "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (Gay, 2002). Research shows that culturally responsive teaching and fostering a sense of belonging can help improve international students' academic experience in post-secondary (Khoo & Huo, 2022; Mirikarbasaki, 2023; Smith et al., 2019).

Fostering Belonging and Engagement

A sense of belonging is critical to student success, particularly for international learners who may feel isolated. Faculty can foster engagement by:

- Creating Inclusive Learning Spaces: Encourage students to share perspectives from their home cultures to enrich class discussions. Clearly articulate academic and cultural expectations to reduce ambiguity and anxiety for international students.
- Embed Global Perspectives: Incorporate examples, case studies, and discussions that reflect international and intercultural contexts. Highlight global issues or practices relevant to your field to enrich the learning experience for all students.
- Leverage Technology: Utilize digital tools to provide alternative formats for learning, such as recorded lectures or interactive online resources. Offer opportunities for asynchronous participation to accommodate differing levels of language proficiency.
- Promoting Peer Interaction: Use collaborative learning strategies, such as group projects or peer mentoring, to help students build connections. Assign roles in group work to ensure balanced participation, considering diverse communication styles.
- Providing Timely Feedback: Offer constructive, personalized feedback that acknowledges effort and progress while addressing areas for growth.

- Acknowledging Diversity: Celebrate cultural events and integrate culturally significant topics into your teaching, when appropriate.

Connecting International Students with Campus Supports

Faculty play a vital role in connecting international students with institutional resources designed to support their success. Key supports include:

- Student Success Advisors: These advisors provide tailored academic and personal support for international students, guiding them through academic processes and referring them to additional resources as needed.

- International Office: This office assists with visa compliance, orientation, and integration into the campus community.

- The Learning Curve: Offers tutoring and skill-building workshops, including language support and academic writing.

- Health and Wellness Services: The linked wellness hub provides support for student's physical, mental, and emotional wellness. Assiniboine's Wellness Advisor is also available to help students facilitate holistic wellness pathways.

Proactive Faculty Actions:

- Invite campus service representatives to present in class.

- Share contact details and resources for key services in your course.

- Encourage students to attend workshops or events organized by the various college services.

Reflect on your experiences teaching international students:

- How do your teaching strategies support cultural diversity and inclusion?
- What steps can you take to better connect international students with campus resources?
- How might you adapt your assessments to ensure they are accessible and equitable for all learners?

By aligning practices with Assiniboine's Academic Charter, faculty can create supportive, inclusive environments that empower international students to excel academically, socially, and personally. These efforts enrich the learning community, benefiting all students and advancing the college's mission of applied education.

Supporting Students with Disabilities

Assiniboine College is dedicated to fostering an accessible, inclusive, and equitable educational environment for all students, including those with disabilities. This commitment is reflected in our policies and the collaborative efforts between faculty and Accessibility and Disability Services. This section provides an overview of the policy framework, strategies for creating inclusive learning environments, guidelines for providing accommodations, and the importance of collaboration with Accessibility and Disability Services.

Understanding the Policy Framework

The Policy on [Academic Accommodation for Students with Disabilities (Policy A03)](#) outlines Assiniboine's commitment to providing reasonable accommodations to ensure equitable access to education for students with disabilities in alignment with *[The Human Rights Code (Manitoba)](#)* and *[The Accessibility for Manitobans Act](#)*. The policy emphasizes the following key points:

- Institutional Commitment: Assiniboine is dedicated to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities within the college community by identifying and removing barriers to education.
- Definition of Disability: The policy recognizes a broad range of disabilities, including physical, mental, intellectual, and sensory impairments, whether permanent, temporary, or episodic.

Roles and Responsibilities:

- Students: Responsible for self-identifying, providing appropriate documentation, and collaborating with a Student Success Advisor in the development and implementation of accommodations that uphold essential academic requirements and standards.
- Student Success Advisor: The advisor will complete an intake interview and develop an accommodation plan for the student. This plan will be shared with relevant stakeholders involved in supporting the accommodation process.
- Faculty: Faculty are responsible for implementing approved accommodations and maintaining the confidentiality of disability-related information. At any time, faculty can inquire about a student's accommodations by contacting the Student Success Advisor or Student Accessibility Coordinator.
- Accessibility and Disability Services: Facilitating the accommodation process, providing support, and ensuring compliance with relevant legislation.

Understanding this policy is crucial for faculty to effectively support students with disabilities and uphold the college's commitment to accessibility. Assiniboine also has an [Accessibility Plan](#) that outlines our dedication to creating barrier environment

The goal of providing accommodations for students with disabilities is to ensure equal access to, and full participation in, post-secondary education. Accommodations are not intended to give any student an unfair advantage, but rather to remove barriers that may impede learning and academic performance.

All students, regardless of disability status, are expected to meet the essential academic requirements of their courses. Accommodations are tailored to the individual needs of each student and may vary depending on the nature of the disability. A wide range of accommodations are available to help create an equitable learning environment and support student success.

Faculty Guide to Student Accommodations

Please note: This is not a comprehensive list, but it is a sample of most requested and provided academic accommodations, aligned with Assiniboine's Accessibility Policy (A03).

Accommodation in Memo	What It Does	Faculty Responsibilities
Extra time on tests or quizzes	Reduces time pressure for students with attention, processing, or stamina-related barriers.	Adjust time limits as outlined in memo. Ensure assessments are accessible.
Distraction-reduced environment	Minimizes sensory input or disruptions for students who focus better in quiet settings.	Support student if quiet space is available. Respect student privacy.
Use of assistive technology (text-to-speech, speech-to-text, screen readers)	Provides alternative access to reading, writing, and information.	Allow use of approved tech. Check with ADS if unsure what tech is needed.
Recording lectures	Allows replaying content to aid comprehension or memory.	Allow personal recording (per policy). Don't draw attention to the student.
Advance access to PowerPoints/slides	Helps students follow along and prepare with reduced cognitive load.	Upload materials to Moodle before class. Ask if specific formats are needed.
Closed captioning on videos	Supports comprehension for students with auditory processing or hearing barriers.	Enable captions when showing video content. Use platforms that support captions (e.g., YouTube auto-caption).
Assignment extensions (with notice)	Supports executive function or episodic barriers that interfere with consistent work.	Be flexible within reason. Students are expected to request in advance.
Use of headphones/music (during independent work)	Helps focus or self-regulation in sensory-overloading environments.	Allow during individual class tasks (not during assessments unless approved).
Permission to take photos of whiteboard/notes	Supports students who have difficulty note-taking in real time.	Allow discreet use of phone or device. You can also post notes to Moodle.
Assistive reading/writing support during tests	Student may need software or a human reader/scribe.	Notify the Test Centre and provide test format details.

Faculty Support Reminders

- You will receive accommodation plans via email from Accessibility and Disability Services. It will include detailed information for implementing the accommodations. Review these promptly.
- Keep all information confidential and speak privately with the student when needed.
- If you're ever unsure about implementing an accommodation, email Accessibility and Disability Services at ADS@assiniboine.net for clarification or support.

Providing Accommodations

When specific accommodations are necessary, faculty should adhere to the following guidelines:

- Timely Implementation: Once an accommodation is approved by the advisor, ensure it is implemented promptly to ensure the student has equitable access to learning opportunities. Faculty will be notified of a student accommodation plan via email, which will outline the specific accommodations identified for the student.
- Confidentiality: Respect the privacy of students by keeping disability-related information confidential and discussing accommodations discreetly.
- Open Communication: Keep an open line of communication with the student and Accessibility and Disability Services to address any concerns and ensure the effectiveness of accommodations.

Providing appropriate accommodations is a shared responsibility that requires collaboration and a commitment to student success.

Collaborating with Accessibility and Disability Services

To effectively support students with disabilities, faculty should work closely with Accessibility and Disability Services. Here are some ways to collaborate:

- Consult on Accommodation Plans: Work with Accessibility and Disability Services to understand and implement recommended accommodations effectively. Email Accessibility and Disability Services at ADS@assiniboine.net for clarification or support.
- Seek Training and Resources: Participate in professional development opportunities related to accessibility and inclusive teaching practices. For example, regularly check the Staff Intranet for professional development offerings through Human Resources and/or the Learning Commons and explore the Teaching Resources webpage.
- Refer Students Appropriately: Encourage students who may benefit from accommodations to contact Accessibility and Disability Services and assist them in navigating the process.
- Provide Feedback: Share insights with Accessibility and Disability Services to improve accommodation strategies and address any challenges that arise.

By understanding the policy framework, creating inclusive learning environments, providing necessary accommodations, and collaborating with Accessibility and Disability Services, faculty play a pivotal role in ensuring that all students have the opportunity to succeed at Assiniboine College.

Creating Inclusive Learning Environments

An inclusive learning environment proactively addresses potential barriers to learning and participation. Faculty can adopt the following strategies:

- Universal Design for Learning (UDL): Incorporate multiple means of representation, engagement, and expression to accommodate diverse learning styles and abilities.

- Accessible Course Materials: Ensure that all course materials are available in accessible formats (e.g., readable PDFs, captioned videos) to support students with various disabilities. CLI's Teaching Resources webpage has some guides on how to do this.
- Flexible Assessment Methods: Offer varied assessment options to allow students to demonstrate their knowledge in different ways, catering to diverse strengths and needs.
- Inclusive Language and Examples: Use language and examples that reflect diversity and promote a sense of belonging for all students.

By implementing these practices, faculty can create a learning environment that reduces the need for individual accommodations and supports the success of all students.

Supporting Student Mental Health

Assiniboine College is dedicated to fostering a culture of mental wellness, recognizing the critical role mental health plays in student success. Faculty members are integral in promoting mental well-being, identifying and responding to student needs, referring students to appropriate resources, and creating supportive learning environments.

Promoting a Culture of Mental Wellness

Faculty can cultivate a culture of mental wellness by:

- Modeling Healthy Behaviors: Demonstrate self-care practices and encourage students to prioritize their well-being.
- Integrating Wellness into Curriculum: Incorporate discussions on wellness topics relevant to course content, begin each class with a mindfulness exercise, and include a description of a stress management exercise on exam sheets.
- Encouraging Participation in Wellness Activities: Inform students about campus wellness events and encourage their involvement to build community and resilience.
- Promote Resources: Provide a link to Assiniboine's Wellness Hub in your Moodle shell for easy access for students.

Assiniboine offers various wellness initiatives and events, such as the "Fill Your Cup" series, which provides activities focused on connection, support, and self-care. Stay informed of wellness activities by regularly checking the Staff Intranet or the Wellness Hub's Health & Wellness webpage.

Recognizing and Responding to Student Needs

Faculty play a crucial role in fostering a supportive learning environment by recognizing and responding to student needs, particularly those related to mental health and well-being. Establishing clear expectations and introducing institutional policies at the start of the course—such as those on attendance, extensions, and accommodations—sets a foundation of trust and transparency, ensuring students understand the supportive environment available to them.

Additionally, instructors can proactively support students by observing and understanding their baselines—the typical patterns of behavior, engagement, and academic performance that students demonstrate under normal circumstances. Knowing these baselines allows faculty to more easily identify when a student may be struggling and in need of additional support.

Understanding Baselines and Recognizing Changes

A student's baseline includes consistent, observable behaviors such as attendance patterns, participation, communication, and academic performance. For example, a baseline might be:

- Attending most classes on time.
- Engaging in discussions with peers.
- Submitting assignments within expected deadlines.

When to Notice and Report Changes: Faculty should note significant deviations from these patterns, such as:

- Academic Indicators: Sudden declines in performance, repeated late or missing assignments, or frequent unexplained absences.
- Emotional Indicators: Noticeable expressions of anxiety, irritability, excessive worry, or hopelessness.
- Behavioral Indicators: Withdrawal from social interactions, neglect of hygiene, erratic or disruptive behavior, or unusual fatigue.

Responding to Concerning Behavior: When deviations from a baseline become concerning, faculty should take the following steps:

- Approach with Care:
    - o Initiate a private conversation with the student, using specific and neutral observations. *For example:*
        - "I've noticed you haven't submitted the last few assignments and seem quieter in class than usual. How have things been going for you lately?" or "Is there anything that's been making things feel harder for you lately?"
    - o Avoid assumptions and focus on inviting dialogue.
- Listen Actively:
    - o Give the student the space to explain their situation. Validate their feelings with supportive language such as:
        - "Thank you for sharing that with me. It sounds like you're going through a lot right now."
    - o Avoid trying to solve the issue immediately and instead focus on understanding.

- Know What to Report:
    - o If concerns persist or escalate, faculty should report to Student Support Advisors (SSA). This report should include:
        - Specific observations: What has changed compared to the student's baseline?
        - Duration and frequency: How long has the concerning behavior been occurring?
        - Context: Note any specific events or interactions that seem relevant (e.g., missed major deadlines, disruptive behavior in class)
- Make the Referral:

- o Suggest connecting with a [Student Success Advisor](#) who can provide guidance tailored to their academic and personal needs. Use language that normalizes seeking help, such as: "Our Student Success Advisors are excellent resources for students who might be feeling overwhelmed or need extra support. Would it help if I connected you with someone?"
- Facilitate the Connection:
  - o Offer to contact the [Student Success Advisor](#) on the student's behalf or provide them with the advisor's contact information. Follow up discreetly with the student to ensure they accessed the support they needed.

For more serious or urgent concerns, such as threats to personal safety, harm to others, or significant disruptions in behavior, it is critical to engage Assiniboine's Behavioral Intervention Team (BIT). BIT is equipped to address high-risk situations and coordinate appropriate responses while maintaining student confidentiality.

Recognizing Urgent Concerns:

- Direct threats to harm themselves or others.
- Extreme changes in behavior, such as aggression, paranoia, or withdrawal coupled with alarming comments.
- Explicit communication of hopelessness or suicidal ideation.

Immediate Steps: If the threat is immediate, contact Campus Security or Emergency Services (9-911 from a college phone) before engaging BIT.

For non-immediate but concerning behaviors, document the incident(s) clearly and objectively, noting dates, times, and details of observed behavior.

- Referring to BIT: Submit a BIT referral using the college's designated reporting process, which may include an online form or direct contact with the Senior Advisor, Student Affairs. Share any documented observations and communications with BIT to support their assessment.
- After the Referral: BIT will assess the situation and determine the appropriate interventions, ensuring a coordinated response with other campus resources.

Faculty will typically be informed of outcomes that impact classroom management but will not receive confidential details about the student.

Faculty are encouraged to consult with their [Student Success Advisor](#), the [Wellness Advisor](#), or their program Chair if they are uncertain about the best course of action. Faculty should also refer to [Policy A02: Student Conduct, Behaviour and Discipline.](#)

By proactively recognizing signs of distress and connecting students with the right resources—whether through advisors or BIT—faculty play a pivotal role in safeguarding both individual and community well-being.

Part 3 Closing Reflection

Think about how you support students holistically, addressing their academic, personal, and career needs.

- How can you use student services to better support the diverse needs of your learners?
- Reflect on how you've adjusted your teaching to foster equity and inclusion. What has been most effective?
- How can you lead initiatives to strengthen collaborations between faculty and student support services?

Part 3 Conclusion

Supporting students requires a proactive approach to recognizing and addressing their diverse needs, while fostering an environment where every learner feels valued and empowered to succeed. By connecting students to resources, promoting holistic wellness, embracing inclusive practices, and championing equity, faculty contribute meaningfully to their academic, personal, and professional growth.

As faculty, your efforts to build supportive, inclusive learning environments help students navigate challenges, develop resilience, and achieve their goals. These actions not only enhance student success but also enrich the broader learning community.

The next section focuses on advancing your teaching practice, providing evidence-based strategies and tools to create high-quality, engaging, and applied learning experiences that reflect Assiniboine's mission and values.

Part 4 – Teaching Excellence

Teaching excellence at Assiniboine College combines applied education, inclusive practices, and continuous professional reflection. It is about designing and delivering learning experiences that equip students with the knowledge, skills, and attitudes necessary for meaningful careers while fostering critical thinking, collaboration, and adaptability in a rapidly changing world.

Reflect as You Read

- What does teaching excellence mean to you?
- Consider how your teaching practices align with Assiniboine's commitment to applied education, inclusivity, and student-centered learning.
- How can UDL and backward design frameworks help you create courses that are both inclusive and outcome-driven?
- In what ways can you promote critical thinking, collaboration, and adaptability in your classroom?
- What tools or strategies can you use to ensure your teaching integrates employability skills effectively?

Instructional Strategies for Engaged Learning

Engaged learning occurs when students actively participate in the learning process, making connections between course material, real-world applications, and their personal experiences. Instructional strategies that prioritize engagement foster critical thinking, collaboration, and long-term retention of knowledge. This section provides actionable techniques to enhance student involvement through effective lesson design, active learning, and the integration of technology and multimedia tools.

Effective Lesson Design and Sequencing

Effective lessons are purposefully designed and logically sequenced to align with learning outcomes, keeping students focused and motivated throughout the learning process.

Plan with the End in Mind. Structure lessons around clear, measurable learning outcomes. Identify what students should achieve by the end of the lesson and align activities and assessments accordingly.

Organize Lessons Logically: Break lessons into distinct phases to ensure clarity and flow:

- Introduction (Activate Prior Knowledge): Begin by connecting the lesson to prior learning or real-world contexts. Use strategies like brainstorming, discussion questions, or relatable anecdotes to spark interest.
- Core Content (Teach New Concepts): Present material in manageable chunks, using varied methods such as mini-lectures, demonstrations, or guided practice to maintain engagement.

- Practice and Application: Incorporate hands-on activities, problem-solving tasks, or collaborative exercises where students apply what they've learned.
- Reflection and Assessment: Conclude with a reflective activity or a formative assessment to gauge understanding and consolidate learning.

Example: In a nursing class, start with a discussion about prior patient care experiences (Introduction), teach the steps of wound care with a demonstration (Core Content), have students practice on mannequins (Application), and conclude with a peer-reviewed checklist to ensure accuracy (Reflection). The 4As or BOPPPS lesson plan can guide you in lesson planning.

To learn more about lesson planning see Teaching Resources.

Active Learning Strategies: Promoting Critical Thinking and Collaboration

Active learning involves students engaging directly with course material through activities that require analysis, problem-solving, and teamwork.

Incorporate Collaborative Techniques: Foster teamwork and dialogue through structured activities:

- Encourage Student-Driven Inquiry: Design activities that require students to ask questions, investigate solutions, and share findings. For instance, use problem-based learning scenarios where students work in groups to solve complex, real-world problems.
- Think-Pair-Share: Students individually consider a question, discuss it with a partner, and share their thoughts with the larger group.
- Affinity Mapping: Students group ideas into categories, helping them recognize patterns and develop critical thinking skills.
- Fishbowl Discussions: A small group discusses a topic while the rest of the class observes and takes notes, rotating roles to ensure broad participation.
- Use Real-World Applications: Ground activities in real-life scenarios to make learning meaningful and relatable. For instance, a business course might involve students designing a marketing strategy for a local company.

See Strategies and Approaches | SALTISE and Active Learning Activities | Centre for Teaching Excellence | University of Waterloo for additional active learning activities.

Integrating Technology and Multimedia for Engagement

Technology and multimedia tools provide dynamic ways to engage students and cater to diverse learning styles, even without specific tools or platforms.

- Foster Interactivity: Incorporate activities where students can respond or engage in real time, such as collaborative polls, interactive discussions, or shared brainstorming activities. These methods encourage participation and make lessons more engaging.
- Use Multimedia Resources: Include videos, animations, and other visual or audio content to supplement lessons and provide varied perspectives. Make sure all multimedia content is accessible, with captions, transcripts, and alternate text for visuals. Refer to the Teaching Resources webpage for some guidance on how to accomplish this.

- Support Collaboration with Digital Spaces: Use shared digital spaces for group work, where students can contribute to projects, discussions, or presentations asynchronously or synchronously. Ensure these spaces are structured and user-friendly to avoid confusion.
- Encourage Reflection: Introduce digital tools that allow students to document their learning over time, such as online journals, reflection prompts, or video submissions. These methods enable students to track their growth and connect their learning to personal goals.

Instructional strategies for engaged learning prioritize student-centered approaches that build critical thinking, foster collaboration, and leverage technology to enhance accessibility and interaction. By designing lessons with clear goals, encouraging active participation, and integrating dynamic tools, educators create vibrant learning environments where students are motivated to explore, apply, and reflect on their knowledge.

Preparing Students for Career Success

A core aspect of Assiniboine's mission is equipping students with the skills, knowledge, and attitudes they need to thrive in their chosen fields. Preparing students for career success involves embedding essential employability skills into the curriculum and providing opportunities for work-integrated learning (WIL). These practices ensure that students graduate ready to adapt, innovate, and lead in an ever-changing job market.

Embedding Essential Employability Skills in Curriculum Design

Employability skills are transferable competencies that enable students to succeed across industries. These include communication, teamwork, problem-solving, adaptability, and digital literacy. Embedding these skills into the curriculum ensures that students develop a well-rounded foundation for their careers. Some strategies are:

- Integrate Skills Across All Courses: Identify opportunities to weave employability skills into lessons and assessments across disciplines.
  - *Example:* In a business course, incorporate group projects where students must collaboratively work together, emphasizing teamwork and communication reflective of the industry students will enter.
- Use Authentic Assessments: Design assignments that mimic real-world tasks, such as creating reports, managing budgets, or giving presentations. These assessments help students practice skills they will use in professional settings.
  - *Example:* In a healthcare program, students could write patient care plans or role-play interactions with patients to develop both technical and interpersonal skills.
- Collaborate with Industry Partners: Engage with employers to identify key skills needed in the workforce and ensure that your curriculum aligns with these expectations.
  - *Example:* A program advisory committee might suggest adding modules on project management or emerging technologies relevant to a specific field.
- Emphasize Reflection: Encourage students to reflect on how their coursework aligns with their career goals.
  - *Example:* Include reflection prompts in assignments, such as: "How will the skills you demonstrated in this project apply to your future career?"

Fostering Social-Emotional Skills and Working with Others

Social-emotional skills are crucial for academic and workplace success, enabling students to manage emotions, navigate relationships, and work collaboratively in diverse environments. By incorporating these skills into teaching, faculty help students build resilience, empathy, and interpersonal effectiveness. Some strategies are:

- Promote Emotional Intelligence (EQ): Teach students to identify and regulate their emotions, recognize others' feelings, and respond appropriately in various scenarios.
  - *Example:* In a course, you could include role-playing activities where students practice managing conflicts or giving constructive feedback in a professional setting.
- Encourage Teamwork and Collaboration: Design group activities that require students to share responsibilities, delegate tasks, and resolve challenges together.
  - *Example:* For a project you could assign teams to plan and execute a simulated project, emphasizing communication and accountability.
- Develop Resilience and Adaptability: Provide opportunities for students to face challenges in a supportive environment, helping them build problem-solving skills and perseverance.
  - *Example:* Include case studies or simulations where students analyze failures and develop strategies to overcome obstacles.
- Foster Empathy and Inclusivity: Create activities that encourage students to consider others' perspectives and appreciate diverse experiences
  - *Example:* Use reflective discussions or journals where students explore how cultural differences impact workplace dynamics and decision-making.
- Integrate Mindfulness Practices: Incorporate short mindfulness exercises, such as breathing techniques or guided reflections, to help students manage stress and improve focus.

Facilitating Work-Integrated Learning (WIL) Experience

Work-Integrated Learning (WIL) with Assiniboine College provides students with hands-on opportunities to apply their knowledge in real-world settings. WIL experiences bridge the gap between academic learning and professional practice, fostering confidence and adaptability.

- Incorporate Experiential Learning Opportunities: Include internships, co-op placements, practicums, or service-learning projects in your program design. These experiences allow students to gain practical skills while building professional networks.
- Simulate Real-World Scenarios: When external placements are not feasible, incorporate simulations or case studies that replicate workplace challenges.
- Provide Mentorship Opportunities: Connect students with mentors from industry or alumni networks to guide their professional development.
- Align WIL with Learning Outcomes: Ensure that WIL experiences are structured, with clear objectives and measurable outcomes that align with the program's goals.
- Support Students During WIL: Prepare students for their placements by offering workshops on resume writing, workplace etiquette, and navigating professional

environments. Provide ongoing support and check-ins to ensure they are successfully meeting their goals.

Preparing students for career success requires an intentional focus on building employability skills, fostering social-emotional competencies, and providing experiential learning opportunities. By embedding these practices into the curriculum, faculty empower students to bridge the gap between academic learning and professional achievement, equipping them with the tools they need to thrive in their careers and make meaningful contributions to their communities.

Creating Inclusive and Accessible Learning Environments

Creating inclusive classrooms involves intentionally designing curriculum, teaching materials, and interaction styles to ensure equitable participation and success for all students. Inclusive environments value diversity and proactively address systemic barriers to learning. Practical steps include:

- Incorporating Diverse Materials and Perspectives: Select course readings, case studies, and multimedia that reflect a range of identities, histories, and experiences, including underrepresented groups. Regularly review and update materials to ensure they represent contemporary issues and diverse voices. Collaborate with the Library on curating quality resources to be embedded into curriculum.
- Implementing Flexible Participation Options: Offer varied modes of participation, such as online discussion boards, live presentations, or written reflections, to meet diverse student needs. Use asynchronous engagement options to support learners balancing work, caregiving, or other commitments.
- Establishing Classroom Agreements: Co-create guidelines with students to set expectations for respectful interactions, collaboration, and equitable participation. Revisit agreements periodically to reflect on their effectiveness and adjust as needed.
- Embedding Equity into Assessment Design: Provide multiple assessment methods, such as essays, video projects, or oral presentations, to accommodate different learning preferences and interests. Use grading rubrics that are transparent and focus on diverse ways of demonstrating learning.
- Incorporating Indigenous Perspectives: Participate in professional development opportunities on Truth and Reconciliation and integrating Indigenous knowledge. Consult with your academic leadership on informed and meaningful actions to take to embed culturally relevant practices, such as land-based learning or Treaty Education, into your teaching.
- Addressing Systemic Barriers: Regularly review your course policies to identify and remove unintended barriers (e.g., rigid attendance policies that penalize students with caregiving responsibilities). Asking a colleague to review and provide feedback may also help to identify and address unconscious bias.

By implementing these practices, faculty create learning environments where all students feel valued, respected, and empowered to succeed.

Culturally Responsive Teaching in Practice

Culturally responsive teaching recognizes students' cultural identities, values, and lived experiences as integral to the learning process. This practice is essential to fostering inclusion and equity in education, ensuring all students see themselves reflected in the curriculum.

Strategies for Implementation:

- Embed Cultural Contexts: Incorporate examples, case studies, or scenarios relevant to students' cultural backgrounds into lessons. For instance, include models from Indigenous and global communities to reflect diverse perspectives. Use storytelling as a teaching tool to connect with oral traditions, particularly in Indigenous contexts, to make lessons more engaging and culturally relevant.
- Integrate Indigenous Knowledge: Collaborate with Knowledge Keepers, Elders, or community leaders to co-create lessons or share traditional knowledge. For example, inviting a Knowledge Keeper to discuss Indigenous ways of knowing during an environmental science lesson fosters both cultural understanding and relevance. Incorporate land-based learning by organizing activities that align with traditional ecological knowledge, such as field trips that explore local biodiversity through Indigenous lenses.
- Honour Multilingualism: Recognize and validate students' first languages as a resource for learning. For instance, allow use of dictionaries and tools that support language use.
- Design Inclusive Assessments: Use flexible assessment methods that allow students to express their learning in ways meaningful to their cultural context. Options could include oral storytelling or video projects.

Culturally responsive teaching fosters a learning environment where all students feel respected and valued by integrating their cultural identities and experiences into the curriculum. By embracing diverse perspectives and inclusive practices, educators create a richer and more equitable educational experience for every learner.

Accessibility in Face-to-Face, Blended, and Online Learning Environments

Creating accessible learning environments ensures that all students, regardless of abilities or circumstances, can fully engage with and benefit from educational experiences. Faculty play a vital role in proactively identifying and addressing barriers to accessibility across different delivery modes—face-to-face, blended, and online.

- Design for Universal Access: Create materials and resources with accessibility in mind from the outset. Use structured layouts with high contrast, legible fonts, and sufficient spacing to support readability. Provide multiple means of representation, such as combining visual aids, written instructions, and audio explanations, to accommodate diverse learning styles. For example, offer transcripts and captions for multimedia content and ensure physical handouts are available in alternative formats.
- Incorporate Assistive Technology: Encourage the use of tools like screen readers, text-to-speech software, or speech-to-text applications to support diverse needs. For instance, ensure all course content in Moodle complies with accessibility standards,

including tagged PDFs and properly formatted headings, to allow seamless navigation with assistive devices.

- Ensure Physical Accessibility: In face-to-face settings, ensure classrooms and labs are designed to accommodate students with mobility needs, such as by arranging adjustable desks or seating. Check that all learning spaces are wheelchair-accessible and that pathways are clear of obstacles.
- Foster Flexibility in Blended Learning: For blended courses, ensure activities are accessible in both online and in-person formats. For example, offer asynchronous options for group work, such as discussion forums or collaborative tools, to enable participation regardless of location or schedule.
- Address Barriers in Online Learning: Online environments should include captions for videos, transcripts for audio files, and alternative text for images to ensure content is accessible to all. Navigation should be intuitive, with consistent layouts and clear labels for links, ensuring students using screen readers or keyboard navigation can interact effectively with course materials.

By integrating these strategies, faculty can create accessible and inclusive learning environments that support the diverse needs of students in all delivery modes.

Course Design Principles

Effective course design ensures that learning experiences are purposeful, aligned, and accessible for all students. Faculty play a vital role in shaping the next generation of professionals and intentional course design is a key part of that responsibility. Incorporating frameworks like Backward Design, Universal Design for Learning (UDL), and trauma informed approaches helps faculty create structured, inclusive courses. Leveraging Open Educational Resources (OERs) further enhances accessibility and equity by providing diverse and cost-effective learning materials.

Backward Design: Aligning Outcomes, Assessments, and Learning Activities

Backward Design is an intentional approach to course planning that begins with the end in mind: identifying what students should know, be able to do, or value by the end of the course. By defining these outcomes first, instructors can align assessments and learning activities to ensure students develop the necessary knowledge and skills to achieve those outcomes. This approach emphasizes clarity, alignment, and purpose in the teaching process.

1. Identify Desired Learning Outcomes:

Start by determining the specific knowledge, skills, and attitudes students should acquire by the end of the course. Learning outcomes should be clear, measurable, and focused on what students will demonstrate as a result of their learning.

Example: In a marketing course, an outcome might be: "Create a data-driven marketing strategy tailored to a specific audience."

Outcomes should align with broader program goals and program learning outcomes to ensure consistency and scaffolded learning across the curriculum. Depending on your program area, you may or may not be able to adjust your course learning outcomes. You should consult with your academic leader prior to making any changes.

Ask yourself:

- What should students know or be able to do by the end of the course?
- How will this learning prepare them for future courses, careers, or real-world applications?

2. Determine Acceptable Evidence:

Outcomes define the types of evidence that will demonstrate student achievement. Consider summative assessments (e.g., final projects, exams) that evaluate mastery of the outcomes, as well as formative assessments (e.g., quizzes, discussions) that provide ongoing feedback and support.

Example: For the outcome "Create a data-driven marketing strategy," the assessment could be a marketing plan that integrates data analysis and market research.

Questions to guide this stage:

- What tasks or products will show evidence of students achieving the outcomes?
- How can assessments reflect real-world skills or applications?

3. Plan Learning Experiences and Instruction:

With outcomes and assessments in place, design learning activities that build the knowledge and skills needed for success. Learning activities should align directly with the assessments and outcomes, ensuring that every element of the course contributes to student achievement.

Example: To support the marketing plan assessment, activities might include:

- A workshop on analyzing market data.
- A case study to practice identifying target audiences.
- Peer feedback sessions to refine strategic ideas.

Questions to consider:

- What activities will help students practice the skills and concepts they need for the assessments?
- How can you sequence activities to build complexity and confidence over time?

Benefits of backwards design include:

- Clarity and Focus: Instructors and students have a clear understanding of the course goals and how to achieve them.
- Alignment: Learning outcomes, assessments, and activities work cohesively to support student success.

- Relevance: Courses are designed with real-world applications in mind, ensuring students develop transferable skills.
- Adaptability: The structured approach allows for flexibility in delivery, whether face-to-face, blended, or online.

Universal Design for Learning (UDL): Practical Applications for Inclusivity

Universal Design for Learning (UDL) is a framework designed to improve and optimize teaching and learning for all students. The UDL Guidelines 3.0 developed by CAST , emphasizes flexibility in how information is presented, how students engage with material, and how they demonstrate their learning. By reducing barriers and providing multiple ways for students to succeed, UDL creates a more inclusive and equitable learning environment. The key principles of UDL are:

1. Provide Multiple Means of Engagement

Engagement focuses on the "why" of learning, addressing diverse ways to motivate students and sustain their interest.

Strategies:

- Offer choices in assignments to allow students to pursue topics that interest them.
- Create activities that connect course material to real-world applications, fostering relevance.
- Incorporate collaborative opportunities like peer discussions or group projects to build community.

2. Provide Multiple Means of Representation

Representation addresses the "what" of learning, ensuring students can access content in varied formats that align with their needs.

Strategies:

- Use a combination of text, visuals, audio, and interactive elements to deliver content throughout your course.
- Provide captions for videos and transcripts for audio materials to ensure accessibility.
- Use visuals, such as infographics or concept maps, to supplement text-heavy materials.

3. Provide Multiple Means of Action and Expression

This principle focuses on the "how" of learning, ensuring students have diverse ways to demonstrate their understanding and skills.

Strategies:

- Allow students to submit assignments in formats that align with their strengths, such as videos, presentations, or essays.
- Scaffold large projects with smaller checkpoints, such as drafts or peer reviews, to support progress.
- Provide tools like graphic organizers or templates to help students plan their work.

To explore UDL in more depth and access practical tools and resources, visit the official [CAST](#) website. CAST offers guides, toolkits, and case studies to help educators implement UDL in their classrooms.

The benefits of UDL include:

- Equity: By addressing diverse needs, UDL ensures all students have an equal opportunity to succeed.
- Flexibility: UDL supports different learning preferences and abilities, making courses adaptable to any teaching context.
- Engagement: By offering choices and fostering autonomy, UDL increases student motivation and participation.

By applying UDL principles and leveraging resources from CAST, educators can design courses that are not only accessible but also empowering for every student.

Trauma-Informed Approaches

A trauma-informed approach in the college classroom acknowledges that students may have experienced various forms of trauma that can influence how they engage with learning. By creating an environment grounded in safety, trust, choice, collaboration, and empowerment, instructors can foster a more inclusive and supportive educational experience. This involves being intentional with course design, communication, and classroom dynamics, emphasizing flexibility, consistency, and empathy. Trauma-informed teaching seeks to reduce unnecessary barriers so that all students have opportunities to participate, grow, and succeed.

Trauma-informed approaches may include the following strategies:

- Use a course outline that clearly identifies due dates, grading policies, and expectations.
- Co-construct class participation guidelines, discussion forums, rubric development, etc.
- Demonstrate approachability and availability by holding set office hours where students can check-in and ask questions.
- Start your sessions with a brief agenda or overview so students know what to expect.
- Provide options for how students can engage with content.
- Be aware of emotionally charged contexts and give warnings when appropriate, with opportunities for students to opt out and engage with an alternative activity.
- Utilize notification setting in Moodle to remind students of approaching due dates as a means to reduce anxiety and increase student preparedness.
- Provide feedback using a non-judgemental tone.

Incorporating Open Educational Resources (OER) to Enhance Accessibility

Open Educational Resources (OERs) are free, openly licensed materials that provide significant opportunities to improve accessibility and equity in education. By integrating OER into courses, educators can offer cost-effective, customizable, and diverse resources that align with course outcomes while removing financial and access barriers for students.

OER enhances accessibility in multiple ways:

- Affordability: Students avoid the financial burden of expensive textbooks or proprietary materials.
- Customization: Educators can adapt OER to reflect diverse cultural contexts, integrate local perspectives, or align with specific learning outcomes.
- Digital Access: Most OERs are available in multiple digital formats, making them easier to distribute and adapt for different learning environments (e.g., screen reader compatibility or alternative formats like audio).

Strategies for incorporating OERs include:

- Curate Relevant Resources: Identify OERs that aligns with your course learning outcomes. Use repositories like BCcampus, OER Commons, or MERLOT to find high-quality materials in various formats, such as videos, textbooks, and interactive modules. You can also connect with the Assiniboine Library for tips on finding OERs.
  - *Example:* An instructor could use open-access lab simulations to replace costly laboratory manuals while offering students an interactive, hands-on experience.
- Adapt an OER to Suit Your Needs: Modify or remix OER to better suit the cultural, linguistic, or curricular needs of your course. For instance, update case studies with local or culturally relevant examples.
  - *Example:* An instructor adapts an OER textbook to include Indigenous perspectives on community-based care.
- Ensure Accessibility Compliance: Verify that OER materials meet accessibility standards. Look for features such as captions, alternative text for images, and screen-reader compatibility. Use tools like Microsoft Accessibility Checker or Adobe Acrobat to test and improve accessibility.
  - *Example:* If an OER includes a video lecture, ensure that it has accurate captions and a written transcript to support all learners.
- Supplement an OER with Additional Resources: Combine OER with other freely available tools, such as government publications, industry reports, or materials from institutional databases. This helps create a robust and diverse resource pool for students.
  - *Example:* An instructor pairs an open textbook with recent government reports on trends to ensure currency and relevance.

Explore these platforms for reliable and diverse OERs:

- OpenEd Manitoba: Open educational resources adapted and created in Manitoba.
- BCcampus OpenEd: Focused on open textbooks and teaching resources for Canadian educators.
- OER Commons: A global repository of free and open teaching materials.
- MERLOT: Offers peer-reviewed educational content across disciplines.

When integrating OERs:

- Include links to OER materials in Moodle or other course platforms.
- Clearly communicate to students how to access, use, and cite OERs.
- Regularly review and update OERs to ensure currency and alignment with learning outcomes.

By using OERs, educators create more equitable learning opportunities, enabling students from diverse backgrounds to access quality resources without financial or logistical barriers. This approach not only improves accessibility but also empowers instructors to craft culturally responsive and customized content.

Incorporating OERs into your teaching enhances accessibility, reduces costs, and fosters an inclusive learning environment where every student can thrive.

Evaluation, Assessment and Feedback

At Assiniboine, assessments are an integral part of the learning process, designed to not only measure achievement but to support student growth and skill development. Evaluation and feedback practices reflect our commitment to applied education, inclusivity, and equity, ensuring all students have opportunities to succeed while preparing for real-world challenges. Take time to review Policy A08-3: Evaluation of Student Learning, which establishes the College's expectations regarding the student evaluation process, and a common understanding for all parties of the rules that guide assessment, evaluation, and examination processes.

Principles of Assessment

Effective assessments at Assiniboine are:

- Fair and Inclusive: Assessments are designed to provide equitable opportunities for all students, accounting for diverse needs and offering accommodations where required.
- Authentic and Relevant: Assessments align with real-world tasks and challenges to prepare students for applied learning experiences and career readiness.
- Aligned with Learning Outcomes: All assessments are purposefully linked to course outcomes, ensuring they measure the knowledge, skills, and attitudes students are expected to develop.
- Transparent and Clear: Students are provided with detailed instructions, grading criteria, and examples to help them understand expectations.
- Feedback-Oriented: Assessment practices emphasize actionable and timely feedback, supporting ongoing learning and improvement rather than focusing solely on grades.

Please see Policy A08-3 Evaluation of Student Learning and the Academic Charter for further guidance on assessment standards.

Aligning Assessments with Learning Outcomes

At Assiniboine, assessments are designed to reflect program and course outcomes, ensuring alignment across learning, teaching, and evaluation practices.

- Course and Program Mapping: Program and course learning outcomes are mapped to validate and demonstrate alignment. Each assessment is mapped to specific outcomes in the course blueprint, providing clarity on how it supports broader program goals.
- Scaffold Learning: Assessments are sequenced to build on one another, supporting progressive mastery of complex skills.
- Offer Multiple Assessment Types: Use a mix of formative (ongoing) and summative (final) assessments to track and measure progress at various stages.

Designing Assessments

Designing assessments at Assiniboine emphasizes inclusivity, engagement, and real-world relevance.

- Incorporate Applied Learning: Assessments simulate workplace tasks or community-based projects, allowing students to apply their knowledge in meaningful ways.
- Offer Flexible Formats: Recognizing the diverse strengths of learners, assessments allow for multiple formats, such as written reports, oral presentations, or multimedia submissions.
- Design for Accessibility: Ensure assessments are accessible to all students, incorporating principles of Universal Design for Learning (UDL) such as clear instructions, multiple means of engagement, and accessible submission options.

Innovative and Alternative Assessment Strategies

Innovative assessment approaches enhance engagement, inclusivity, and alignment with real-world expectations.

- Portfolio Assessments: Students compile a collection of their work over the course, reflecting on their growth and achievements.
- Peer and Self-Assessments: Encourage students to evaluate their own and peers' work to develop critical thinking and constructive feedback skills.
- Scenario-Based Assessments: Use simulations or case studies to create immersive, problem-solving experiences.
- Experiential Assessments: Tie assessments to community projects or internships, enabling students to demonstrate skills in authentic contexts.

Developing Clear and Transparent Rubrics

Rubrics are an essential tool for ensuring fairness and clarity in assessments.

- Define Performance Levels: Use specific, descriptive language to outline expectations for each criterion at varying levels of achievement (e.g., "excellent," "proficient," "needs improvement")
- Provide Rubric Examples: Share examples of strong, average, and weak work aligned with the rubric to help students understand expectations.
- Collaborate with Students: Involve students in refining rubrics to increase transparency and buy-in.

For more information on rubrics, please explore the [Teaching Resources](#) webpage.

Providing Actionable Feedback to Support Growth

At Assiniboine, feedback is not just about evaluating performance; it's a tool for learning and improvement.

- Be Specific and Constructive: Highlight strengths, identify areas for improvement, and offer concrete suggestions for next step. Example: "Your analysis of customer demographics was strong; to improve, include more specific data to support your conclusions."
- Deliver Timely Feedback: Provide feedback promptly so students can apply it to future work.
- Encourage Dialogue: Use feedback as a starting point for discussions, inviting students to reflect and ask questions about their performance.
- Incorporate Self-Reflection: Pair feedback with opportunities for students to evaluate their own progress and set goals for improvement.

Evaluation, assessment, and feedback at Assiniboine are designed to support learning, reflect real-world applications, and promote continuous improvement. By embedding fairness, inclusivity, and alignment with outcomes into their assessment practices, educators help students achieve their potential while preparing them for meaningful careers.

Part 4 Reflection

Teaching excellence involves continuous reflection and improvement. Reflect on your practices and explore strategies to further engage and support your students.

- Which active learning strategies would you like to try to better engage your students?
- How have you adapted your lesson planning to align with Universal Design for Learning (UDL) principles? What would you like to try?
- How can you influence program-wide adoption of inclusive and accessible teaching practices?
- What is one new strategy or framework from this section that you can implement in your teaching? How will it help you create a more engaging and inclusive learning environment?

Part 4 Conclusion

Teaching excellence at Assiniboine College is about equipping students with the skills, knowledge, and attitudes they need to thrive. By applying the strategies outlined in this section—like backward design, UDL, and active learning—you create classrooms where students are fully engaged and prepared for their careers.

Next, we'll explore how faculty contribute to program development and quality, ensuring that our programs align with institutional goals and meet the evolving needs of students and industry.

Part 5 – Program Quality, Development, and Review

At Assiniboine College, program quality is central to our mission of applied education. High-quality programs equip students with the knowledge, skills, and attitudes needed for meaningful careers while fostering personal and professional growth. Guided by the principles of the Academic Charter, Instructional Charter, and college policies such as Policy A11: Program Quality Review, this section explores the processes, standards, and practices that ensure Assiniboine programs remain relevant, innovative, and impactful.

Reflect as You Read

- How does your role contribute to maintaining and enhancing program quality?
- Consider how aligning with institutional goals and engaging with stakeholders strengthens Assiniboine's programs and supports student success.
- In what ways can curriculum mapping help you ensure courses contribute effectively to program outcomes?
- What opportunities exist for you to engage with industry, alumni, or students to improve program relevance and innovation?
- Reflect on how your contributions to program design, review, or renewal can align with evolving industry demands and accreditation standards.
- Identify one aspect of the program review process where you can provide valuable insights, such as feedback on course outcomes or ideas for integrating employability skills.
- What steps can you take to collaborate with colleagues and stakeholders to enhance program quality and align with Assiniboine's mission of applied education?

By participating in program quality efforts, you help maintain the excellence and relevance of Assiniboine's applied education model, ensuring students graduate with the tools they need to succeed.

Program Development

Programs at Assiniboine are designed to support the college's mission, vision, and strategic priorities, ensuring alignment with applied education principles and broader community needs. Developing programs at Assiniboine involves a structured, collaborative process that ensures alignment with institutional goals, student needs, and workforce demands.

Designing Programs Aligned with Institutional Goals

Align with Strategic Goals: New programs should reflect Assiniboine's focus on student-centered, accessible, and applied education while integrating reconciliation and sustainability principles.

Use a Learning Outcomes Framework: Programs are structured using a learning outcomes framework that defines:

- Program Learning Outcomes: Broad competencies students will achieve by graduation.
- Course Learning Outcomes: Specific skills and knowledge delivered in individual courses.
- Elements of Performance: Skills and knowledge that support the course learning outcomes.
- Curriculum Mapping: A visual representation of how courses contribute to program outcomes, ensuring consistency and progression.

Ensure Alignment with Credential Standards: Programs must meet requirements for certificates, diplomas, advanced diplomas, or applied degrees, ensuring consistency with provincial and national standards.

Integrating Essential Employability Skills into Program Design

Assiniboine emphasizes the development of employability skills, ensuring graduates are adaptable, innovative, and ready for the workforce.

- Embed Skills Across the Curriculum: Programs incorporate critical employability skills such as teamwork, communication, problem-solving, digital literacy, and resilience.
- Create Opportunities for Reflection and Growth: Include assessments or activities that encourage students to reflect on their employability skills and set career goals.
- Engage with Industry to Define Skill Needs: Collaborate with employers and industry experts to identify the specific competencies needed for success in a given field.

Engaging Stakeholders: Industry, Community, and Students

Stakeholder engagement ensures programs are relevant, responsive, and aligned with the needs of the workforce and community.

- Consult Industry Partners: Engage employers, program advisory committees, and alumni to inform program design and updates.
  - *Example:* Industry partners might suggest integrating emerging technologies like AI, the use of drones, or advanced manufacturing techniques into the curriculum.
- Incorporate Student Voices: Gather input from current students and recent graduates to ensure programs address their learning needs and career aspirations.
  - *Example:* Use surveys or focus groups to gather feedback on the effectiveness of instructional strategies, course content, and assessments.
- Collaborate with Community Organizations: Incorporate perspectives from community leaders to align programs with regional needs and opportunities.
  - *Example:* A partnership with local non-profits could inform the development of a community-focused social work program.
- Foster Cross-Disciplinary Collaboration: Develop interdisciplinary programs that reflect the interconnected nature of modern workplaces.
  - *Example:* A program combining agriculture and business could prepare students for entrepreneurial roles in agribusiness.

Program development at Assiniboine is a collaborative and iterative process focused on maintaining high standards, responding to community and industry needs, and preparing students for meaningful careers. By designing programs aligned with institutional goals, integrating essential employability skills, and engaging stakeholders, faculty contribute to Assiniboine's commitment to applied education and student success.

Accreditation: Meeting External Standards for Program Excellence

Accreditation is a key component of Assiniboine College's commitment to program quality and applied education. For programs requiring accreditation, meeting these external standards ensures academic credibility, aligns programs with industry expectations, and provides students with credentials that are recognized locally, nationally, and internationally.

Purpose of Accreditation

Accreditation validates that a program meets established quality benchmarks and ensures:

- Relevance: Programs align with current industry practices and standards.
- Credibility: Students graduate with qualifications recognized by employers, licensing boards, and professional organizations.
- Continuous Improvement: Accreditation processes encourage regular review and enhancement of curriculum, teaching, and assessment practices.

Faculty Contributions to Accreditation

Faculty play a vital supporting role in meeting and maintaining accreditation standards by contributing to:

- Program Design and Development: Faculty ensure that curriculum design aligns with accreditation requirements, including the integration of specific skills, knowledge, or competencies mandated by accrediting bodies.
- Curriculum Mapping and Outcome Alignment: Faculty participate in mapping program and course learning outcomes to accreditation standards, ensuring coherence and transparency.
- Documentation and Reporting: Faculty support the preparation of accreditation reports by providing detailed course outlines, assessment data, and examples of student work that demonstrate alignment with standards.
- Engagement in Accreditation Audits: Faculty may meet with accreditation teams during site visits to discuss how their courses and assessments reflect program goals and industry requirements.
- Integrating Feedback from Accreditation Reviews: Faculty help incorporate recommendations from accrediting bodies into curriculum updates, ensuring that programs continue to meet evolving standards.

Maintaining Accreditation Compliance

Accredited programs must adhere to ongoing requirements to maintain their status. Faculty contribute by:

- Updating Course Content: Regularly revising course materials to reflect advancements in their fields and maintain alignment with accreditation expectations.
- Monitoring Student Outcomes: Tracking student performance on key assessments and certifications to ensure that programs meet graduate success metrics required by accreditation standards.
- Participating in Professional Development: Engaging in training or workshops related to accreditation standards and industry advancements to stay current in their disciplines.

Supporting Students in Accredited Programs

Faculty also play a critical role in helping students understand and meet the requirements of accredited programs:

- Preparing for Licensing Exams: Faculty may design review sessions or practice exams to support student success on required licensing or certification assessments.
- Communicating Accreditation Benefits: Faculty explain how accreditation enhances the value of a credential, emphasizing its importance for career readiness and professional recognition.

Accreditation is beneficial for maintaining program quality and ensuring students receive recognized, industry-relevant credentials. Faculty contributions to program design, curriculum mapping, accreditation audits, and student success are critical in sustaining compliance with external standards. By actively engaging in these processes, faculty help uphold Assiniboine's reputation for delivering high-quality, applied education that prepares students for meaningful careers.

Program Review

Program review at Assiniboine College is a structured, collaborative process aimed at ensuring academic programs remain relevant, high-quality, and aligned with both institutional goals and community needs. Guided by the Policy on Program Quality Review (A11), this process fosters continuous improvement and accountability.

Purpose and Importance of Program Review

The primary objectives of program review include:

- Ensuring Relevance and Quality: Regular evaluations confirm that programs meet educational standards and effectively address labour market demands.
- Facilitating Continuous Improvement: By identifying strengths and areas for enhancement, the review process promotes ongoing program development.
- Supporting Strategic Planning: Insights from reviews inform academic and strategic planning, guiding resource allocation and decision-making.
- Promoting Accountability: Transparent evaluations uphold the college's commitment to stakeholders, including students, employers, and the community.

Faculty Roles in the Program Review Process

Faculty members are integral to the program review process, contributing through:

- Participating in Program Reviews: Faculty provide critical insights during program review cycles, including reflections on curriculum effectiveness, teaching strategies, and student feedback.
- Documentation and Reporting: Faculty support the program review by providing detailed course outlines, assessment data, and examples of student work that demonstrate alignment with standards.
- Engaging in Professional Development: By staying informed about evolving best practices in their fields, faculty contribute to the continuous improvement of program content and delivery.
- Contributing to Program Mapping: Program mapping ensures coherence and progression in learning outcomes across courses. Faculty collaborate on mapping activities to visualize how courses support program outcomes, identify redundancies, and address gaps.
- Making Revisions: Participating in program renewal in order to address program review findings.

By actively participating in program review processes, faculty at Assiniboine College ensure that academic offerings remain dynamic, responsive, and aligned with institutional goals.

Program Renewal

Program renewal at Assiniboine College is a collaborative endeavor that ensures academic offerings remain dynamic, innovative, and aligned with institutional goals, industry standards, and community needs. Faculty contribute to identifying areas for program enhancement by offering insights based on their teaching experiences, student interactions, and professional knowledge.

Identifying Areas for Program Enhancement

Faculty members support program enhancement by:

- Contributing to Curriculum Alignment: Ensuring their courses align with overarching program outcomes and coordinating with colleagues to address curricular gaps or redundancies.
- Contributing to Program Mapping: Program mapping ensures coherence and progression in learning outcomes across courses. Faculty collaborate on mapping activities to visualize how courses support program outcomes, identify redundancies, and address gaps.
- Curriculum Updates: Revising course materials to include emerging knowledge, techniques, or technologies relevant to their disciplines.
- Embedding Quality into Curriculum Design: Faculty help ensure curriculum design adheres to quality standards by aligning learning outcomes, assessments, and instructional strategies with institutional and accreditation expectations.

- Engaging in Professional Development: Participating in workshops, seminars, and collaborative initiatives to stay abreast of educational trends and enhance their contributions to program renewal.
- Ensuring Compliance with Accreditation Requirements: Faculty assist in documenting how courses and programs meet the standards of relevant accreditation bodies, such as provincial education authorities or industry-specific certifying organizations.
- Monitoring Industry Changes: Staying informed about advancements in their fields to ensure programs remain current and relevant.
- Providing Feedback on Curriculum Effectiveness: Sharing observations on course content and teaching methodologies to identify areas for improvement.

By actively engaging in these collaborative efforts, faculty members at Assiniboine College play a vital role in maintaining the quality and relevance of academic programs, thereby supporting the institution's mission to provide exceptional applied education.

Part 5 Reflection

Program quality relies on collaboration and continuous improvement. Reflect on your role in program development and review.

- What aspects of curriculum mapping or course design do you feel most confident contributing to, and where might you seek support?
- How has your participation in program review processes shaped your understanding of institutional goals?
- How can you help ensure alignment between course outcomes and program outcomes?

Part 5 Conclusion

Ensuring program quality is a collaborative effort that depends on faculty contributions, evidence-based practices, and adherence to Assiniboine's Quality Framework. Faculty play a vital role in maintaining the relevance, excellence, and accreditation of programs, ensuring they prepare students for meaningful careers while meeting institutional and external standards.

Through your involvement in program development, review, renewal, and accreditation processes, you contribute to the continuous improvement of our applied education model. Your efforts ensure that Assiniboine's programs remain dynamic, innovative, and aligned with the evolving needs of students, industry, and the broader community.

In the next section, we'll focus on your professional growth and collaboration, exploring opportunities to enhance your teaching, engage in research, and build connections within the Assiniboine community.

Part 6 – Faculty Development and Collaboration

Faculty development and collaboration are central to fostering a culture of continuous improvement and excellence at Assiniboine College. As emphasized in the Instructional Charter, faculty are encouraged to pursue ongoing professional learning and actively contribute to a collegial environment that supports personal and collective success. These efforts not only enhance individual teaching practices but also strengthen the college's commitment to student-centered learning and applied education.

Reflect as You Read

- How do you currently engage in professional development and collaboration?
- Consider how these activities enhance your teaching and contribute to the broader faculty community.
- What professional development opportunities, such as CLI workshops or certifications, could help you achieve your teaching goals?
- How can mentoring relationships or peer feedback improve your teaching practices or broaden your perspective?
- Reflect on how professional growth and collaboration align with your goals as an educator.
- Identify one specific opportunity—such as joining a mentoring program or participating in a community of practice—that you can explore to enhance your teaching or support your colleagues.
- How can you build or strengthen collaborative relationships with colleagues to support a culture of shared expertise and continuous improvement?

By investing in professional development and fostering collaborative networks, you contribute to program quality, enrich your teaching practice, and uphold Assiniboine's mission to prepare students for success in their careers and communities.

Professional Growth Opportunities

Professional growth opportunities at Assiniboine include but are not limited to:

- Engaging in Professional Development Workshops: Faculty have access to workshops designed to enhance teaching strategies, integrate technology, and explore emerging trends in education. These workshops, facilitated by the CLI, provide practical tools to improve classroom engagement and support diverse learners. Stay informed of offerings by regularly checking the Staff Intranet.
- Teaching for Learning (TFL) Program: The Teaching for Learning program offers a structured pathway for faculty to deepen their understanding of pedagogy, assessment, and Universal Design for Learning (UDL). Depending on your position with Assiniboine College, completion of TFL may be a condition of your employment. Connect with your Chairperson/Chair regarding your eligibility and the appropriate process to follow to register for TFL.

- Participating in Learning Communities (LC) or Communities of Practice (CoP): Learning communities bring faculty together to explore specific topics, such as active learning, equity, or program renewal. These collaborative groups foster dialogue, experimentation, and shared learning among peers. Ask your Chairperson/Chair regarding program and department specific LC and CoP and check the Staff Intranet for information regarding college-wide LC and CoP. There are also opportunities to participate in Professional Learning Communities and Communities of Practice outside of Assiniboine.

Collaboration and Peer Support

Working with colleagues Assiniboine is a great opportunity to learn more about teaching and learning. Not only does the collaborating with colleagues help to foster collegial relationships, but it has also been shown to promote professional development and learning in instructors (Glowacki-Dudka & Brown, 2007).

- Building Peer Mentoring Relationships: Peer mentoring provides opportunities for faculty to share experiences, offer guidance, and support professional growth. Experienced faculty can mentor new colleagues, while early-career faculty bring fresh perspectives and innovative ideas to the relationship.
- Leveraging Peer Feedback for Teaching Improvement: Collaborative feedback sessions, such as peer observations or teaching reviews, allow faculty to gain insights into their practices. This reflective process supports continuous improvement and fosters a culture of trust and growth.
- Collaborative Curriculum Development: Faculty collaborate on curriculum design and updates, ensuring that courses reflect current industry standards, institutional priorities, and student needs. This process involves sharing expertise, aligning outcomes, and integrating innovative teaching practices. Library staff collaborate with faculty to integrate high-quality resources into the curriculum and design assessments that optimize learning while minimizing opportunities for academic misconduct.

Part 6 Reflection

Collaboration and professional growth are integral to a thriving faculty community. Reflect on how you can build connections and enhance your practice.

- What professional development opportunities at Assiniboine would be most valuable for your growth this year?
- How has peer mentoring or feedback improved your teaching? What areas do you still want to explore?
- How can you contribute to building a stronger faculty community through mentoring or leading Communities of Practice?

Part 6 Conclusion

Professional growth and collaboration are cornerstones of Assiniboine College's commitment to excellence in applied education. By participating in professional development opportunities, building mentoring relationships, and collaborating on curriculum and teaching practices, you not only enhance your own teaching but also contribute to the collective strength and innovation of the faculty community.

As we conclude, the final section will guide you in reflecting on your journey as a faculty member and provide essential resources to support your continued success and impact at Assiniboine College.

Part 7 – Conclusion and Additional Resources

As a faculty member at Assiniboine College, you are an integral part of a community dedicated to applied education, inclusivity, and continuous improvement. This handbook has provided you with guidance and tools to support your role in delivering high-quality education, fostering student success, and contributing to program excellence.

Reflect as You Read

- How has this handbook helped you identify strategies to strengthen your teaching and professional growth?
- How will you apply the insights and strategies from this handbook to enhance your teaching and program contributions?
- Which resources, such as the Centre for Learning and Innovation or Indigenous Affairs, will you prioritize to support your goals?
- How can reflective practice and collaboration with colleagues help you sustain excellence in your teaching?
- What are your next steps for growth as an educator, and how will they contribute to Assiniboine's mission of applied education and student success?
- Identify one area from this handbook where you feel inspired to grow or contribute. Whether it's enhancing your use of technology, integrating JEDI principles, or engaging with professional development opportunities, take a concrete step toward this goal.

Your role as a faculty member at Assiniboine is pivotal to the success of your students and the institution. By leveraging the tools and resources provided in this handbook, engaging in reflective practice, and fostering collaboration, you can continue to make a meaningful impact within the Assiniboine community.

Reflections on Your Teaching Journey

Your role as an educator at Assiniboine extends beyond delivering content—it is about inspiring students, fostering equity, and preparing learners for meaningful careers. Reflection is an essential part of this process, helping you recognize successes and identify areas for growth.

Celebrating Milestones: Consider the strategies and practices that have had the greatest impact on your students. Reflect on how your contributions align with the values outlined in the Academic and Instructional Charters, such as promoting reconciliation, equity, and applied learning.

Identifying Growth Opportunities: Teaching is a dynamic process, and there is always room for development. Reflect on questions such as:

- What teaching strategies have been most effective in engaging your students?
- How have you integrated Assiniboine's values, such as equity, reconciliation, and applied learning, into your courses?
- What goals can you set to enhance your teaching and contribute to program excellence?

Setting Goals for Excellence: Use your reflections to set actionable goals that align with Assiniboine's mission and your own aspirations. You can use Perform as a platform to set SMART goals and write journal entries. An example of a SMART goal could be:

- By the end of the academic year, attend a CLI workshop on Universal Design for Learning (UDL) and apply at least two UDL strategies to create more inclusive learning environments in my next course offering.
- Collaborate with at least two colleagues from different disciplines to develop and finalize an interdisciplinary curriculum project that will enhance program offerings and be ready for implementation in the next academic term.

Exploring Key Resources and Supports

To help you achieve your goals and navigate your role, Assiniboine provides a robust network of resources. These resources are designed to enhance your teaching, support your students, and foster collaboration across the college.

- Centre for Learning and Innovation (CLI): CLI offers a range of professional development workshops, instructional consultations, and curriculum design support to help you refine your teaching practice. Whether you're looking to incorporate active learning strategies or explore new technologies, CLI is your go-to resource.
- IT Services: Technology is integral to modern teaching. IT Services provides support with Moodle, MyACC, and other digital platforms to ensure smooth course delivery.
- Learning Commons Catalogue of Services: Explore the offerings from this multi-disciplinary team that supports students and staff at Assiniboine College.
- Library: Faculty should visit the library website for staff and student research support, citation guidance, AI tools, academic integrity resources, and copyright compliance support.
- Student Supports: Student success is a shared responsibility. Partner with Student Supports to access resources for mental health support, accessibility accommodations, and academic advising that enhance the student experience.

Part 7 Reflection

As you conclude this handbook, think about the resources and connections that will support your continued success.

- Which key resources (e.g., CLI, Indigenous Affairs) will you prioritize using?
- How do you plan to use reflection and feedback to refine your teaching in the coming semester?
- How can you share your expertise by contributing to Communities of Practice?

Conclusion

Your role as an educator at Assiniboine is more than teaching—it is about inspiring students, fostering equity, and contributing to the collective mission of transforming lives and strengthening communities. The resources provided in this handbook, along with the institutional supports available to you, will help you navigate your teaching journey and continue to thrive as a faculty member.

Together, as a faculty community, we uphold Assiniboine's commitment to applied education and lifelong learning. By reflecting on your practice, leveraging available resources, and engaging with your peers, you can create meaningful learning experiences that empower students to succeed.

Frequently Asked Questions

This section provides quick answers to common questions faculty may have about teaching, resources, and professional responsibilities at Assiniboine College.

Student Focus

Q: What should I do if a student is struggling academically or personally?

A: Meet privately with the student to discuss their challenges. Refer them to appropriate resources, such as Student Success Advisors, Learning Curve, Library, or Accessibility Services.

Q: How do I support students with disabilities?

A: Work with Accessibility Services to implement accommodations, such as extended deadlines or note-taking support. Use accessible course materials and flexible teaching strategies.

Q: How do I handle difficult classroom situations, such as disruptive behavior?

A: Address disruptions calmly and assertively. Clearly restate classroom expectations and, if necessary, meet privately with the student to discuss the issue. If the behavior persists, consult your program lead.

Q: How do I manage differing opinions or conflicts during class discussions?

A: Create a safe space by setting ground rules for respectful communication. Encourage students to express differing viewpoints constructively and focus on evidence-based reasoning. Intervene if discussions become hostile or unproductive.

Q: How do I handle a student who refuses to participate in group work?

A: Meet with the student privately to understand their concerns. Clarify the importance of group work for learning outcomes and offer support, such as defining roles or adjusting participation expectations.

Q: What should I do if a student exhibits concerning behavior in class?

A: Document the behaviour and refer the student to the Behavior Intervention Team (BIT) for assessment. If the behavior poses an immediate threat, follow the college's emergency response procedures.

Q: How do I address plagiarism or other forms of academic misconduct?

A: Document the incident, meet with the student to discuss the issue, and file an Academic Incident Report as per Policy A25. Use this as a learning opportunity by discussing academic integrity expectations with the student. Connect with the Assiniboine Library for more resources and support.

Q: How can I ensure my courses are accessible and meet Moodle standards?

A: Include essential components such as a course outline, gradebook, and organized sections. Ensure content follows the Moodle Minimum Presence Standards and is accessible to students.

Q: What are my responsibilities regarding hours for consultation?

A: Faculty are expected to provide opportunities for students to ask questions and seek support outside of class. This could include scheduled office hours, availability by email, or virtual appointments. Communicate your availability clearly to students in the course outline and during the first class. Confirm with your program leadership their specific expectations.

Q: What should I do with student course evaluation feedback?

A: Analyze the feedback to identify trends and actionable areas for improvement. Focus on constructive comments to refine your teaching strategies and adapt to students' needs.

Teaching for Learning

Q: How do I align my teaching practices with Assiniboine's mission?

A: Focus on applied education by incorporating hands-on learning and real-world scenarios into your teaching. Reflect Assiniboine's values of equity, inclusion, and reconciliation in your classroom practices.

Q: How do I set clear expectations for students in my classroom?

A: Communicate expectations on the first day of class through your course outline and a clear discussion about participation, assignments, and respectful behavior. Reinforce these expectations regularly.

Q: How do I transition into teaching if I come from an industry background?

A: Leverage your professional expertise to create applied learning experiences. Participate in CLI workshops to develop teaching strategies and familiarize yourself with institutional processes and resources.

Q: How do I integrate reflective practice into my teaching?

A: Set aside time after each class to evaluate what worked and what didn't. Use teaching journals or peer feedback to identify areas for growth and improvement.

Q: Where can I go for help with teaching technologies like Moodle or Zoom?

A: Contact IT Services for technical issues or the CLI for guidance on integrating technology into your teaching.

Curricular Assets

Q: Why do course outlines matter?

A: Course outlines are foundational documents that play a critical role in teaching, learning, and institutional processes. They matter because of:

- Communication with Students: They serve as a "learning contract" between faculty and students, clearly communicating course expectations, learning outcomes, assessment criteria, and schedules. Outlines help students plan their time and understand how the course fits into their overall program.
- Curriculum Alignment: Course outlines ensure alignment with program goals and accreditation requirements, demonstrating how course-level outcomes contribute to broader learning objectives.
- Support for Academic Policies: Outlines uphold consistency across courses by reflecting institutional policies, such as attendance, academic integrity, and accommodations.
- Quality Assurance: They provide documentation for program reviews, accreditation audits, and external evaluations, showcasing the integrity and quality of the curriculum.

In Summary: Course outlines matter because they guide both faculty and students, ensure consistency, and serve as a key tool for maintaining program and institutional quality.

Q: Why do course blueprints matter?

A: Course blueprints are essential planning documents that ensure alignment and coherence in curriculum design. They matter because of:

- Program-Level Alignment: Blueprints map course-level learning outcomes to program outcomes, ensuring that all required knowledge, skills, and attitudes are addressed progressively. They support faculty in designing courses that fit seamlessly into the broader program structure.
- Transparency in Design: Blueprints provide a clear framework for faculty, outlining the relationships between learning outcomes, assessments, and instructional activities. This transparency ensures consistency across multiple sections or instructors.
- Quality and Relevance: They help maintain the relevance of courses by incorporating industry standards, accreditation requirements, and employability skills.
- Efficient Collaboration: Blueprints enable efficient collaboration between faculty, program leads, and curriculum developers, making it easier to update and refine courses over time.

In Summary: Course blueprints matter because they ensure alignment with program goals, support instructional consistency, and facilitate ongoing curriculum improvement.

Q: Why do Moodle Minimum Presence (MMP) standards matter?

A: Moodle Minimum Presence (MMP) standards are critical for ensuring a consistent, accessible, and student-centered online learning experience. They matter because of:

- Consistency Across Courses: MMP standards create a uniform structure for Moodle courses, helping students navigate materials and expectations with ease, regardless of the instructor or program.
- Alignment with Institutional Goals: These standards reflect Assiniboine's commitment to applied education and quality learning experiences by ensuring that course content is clear, organized, and aligned with learning outcomes.
- Student Engagement and Success: By standardizing key elements, such as welcome messages, course outlines, and gradebooks, MMP ensures that students can focus on learning without barriers caused by disorganized or incomplete course pages.

In Summary: MMP standards matter because they enhance consistency, accessibility, and alignment with institutional priorities, creating a supportive environment for all students.

Q: Why does Moodle presence matter?

A: Moodle presence refers to the way faculty engage with students and structure their Moodle courses to foster interaction and support learning. It matters because it:

- Supports Student Learning: A strong Moodle presence ensures that students have access to clear, well-organized materials, up-to-date announcements, and timely feedback, keeping them informed and engaged.
- Builds Faculty-Student Connection: Regular updates, personalized feedback, and interactive elements (e.g., discussion forums or group activities) create a sense of connection between students and instructors, even in online or blended formats.
- Promotes Accountability: Maintaining an active Moodle presence allows faculty to monitor student progress, address issues proactively, and provide support to keep students on track.
- Enhances Online and Blended Learning: In digital learning environments, Moodle presence replicates the structure and interaction of in-person courses, ensuring students receive a comparable and high-quality educational experience.

In Summary: Moodle presence matters because it fosters engagement, builds connections, and ensures students have the support they need to succeed in face-to-face, online and blended learning environments.

Q: What should I include in my course outline?

A: Include course information, learning outcomes, delivery method, assessment and grading criteria, and a topical schedule. Ensure it complies with Policy A08-2 Academic Standards and reflects accreditation requirements.

Q: How can I foster active learning in my classroom?

A: Use interactive strategies like group discussions, problem-solving activities, and case studies. Start small by integrating one active learning technique into a lesson.

Q: How do I give actionable feedback to students?

A: Feedback should be specific, timely, and focused on improvement. Use rubrics to highlight strengths, address gaps, and provide clear next steps.

Programmatic Quality Practices

Q: How can I contribute to program reviews?

A: Share observations from your teaching experience during review meetings, participate in curriculum mapping, and suggest updates to improve alignment with industry and student needs.

Q: What is curriculum mapping, and why is it important?

A: Curriculum mapping aligns course outcomes with program outcomes to ensure coherence and eliminate redundancies. It helps identify gaps and ensures all outcomes are addressed.

Professional Development

Q: What professional development opportunities are available?

A: The CLI offers workshops, the Teaching for Learning Certificate, and Communities of Practice. Explore the CLI calendar or contact them for tailored options.

Q: How can I collaborate with colleagues to improve my teaching?

A: Join Communities of Practice, participate in peer mentoring programs, or seek feedback through structured teaching reviews.

Q: Where can I find mentoring opportunities?

A: Reach out to your program lead or CLI to connect with experienced faculty through mentoring programs or Communities of Practice.

Q: How do I stay connected to Assiniboine's faculty resources?

A: Regularly check the CLI website, attend workshops, and connect with faculty networks to stay informed about new trends and resources.

Q: How do I balance teaching, program contributions, and professional development?

A: Use time management tools like calendars and task lists to prioritize responsibilities. Take advantage of CLI workshops to enhance efficiency and participate in Communities of Practice to share strategies with colleagues. Connect with the Library to stay up to date with the latest literature in their field and higher education through services such as curated research support, journal access, and alert services.

Q: How can I track my progress toward professional development goals?

A: Maintain a teaching journal or use Perform to document accomplishments and areas for growth. Use annual reviews or discussions with your program lead to reflect on your progress and set new goals.

Additional Questions

If your question isn't addressed here, contact CLI. Your program lead is also a valuable resource for guidance.

Artificial Intelligence (AI) Tool Usage Attribution

This handbook represents the culmination of ongoing efforts by its authors and contributors, developed and refined over multiple iterations prior to the emergence of AI tools. During its final stages, ChatGPT, an AI-powered language tool by OpenAI, was used to assist with specific tasks such as refining phrasing, providing formatting suggestions, and generating additional examples.

While the AI tool served as an aid to streamline the process, the responsibility for the content's accuracy, tone, and alignment with institutional values lies entirely with the human authors. The document's final form reflects careful review, critical thinking, and the expertise of its creators.

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Assiniboine College is privileged to provide learning opportunities on the lands of the Dakota Oyate, Nakoda Oyate, Ininiwak, Nehethowak, Nehiyawak, Anishininewuk, Denesuline, Anishinaabeg, and the National Homeland of the Red River Métis.