Faculty Academic Advising Handbook
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# Faculty Academic Advising Handbook

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Message from the Vice-President, Academic

During his inaugural address Nelson Mandela said, “Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.” The Faculty Academic Advising Handbook recognizes the power of one; one caring knowledgeable faculty member. It reflects current research in student retention and reflects the power for good faculty members have in contributing to student success and retention.

Every year thousands of new students flock to Red River College to chase their dreams. They come to us to change their lives; to learn a new language, to get ready for higher education, to prepare for that first job, or to pursue a new career. It is a very exciting time.

Unfortunately, far too many leave the College before they achieve their dreams. While the reasons students leave before they complete their studies are tremendously complex, we do know that many who leave are more than academically capable. Research shows that one of the most important variables in student persistence is forming a connection with their college. Students who become academically and socially engaged with their peers and their program are more likely to graduate.

For adult learners, meaningful contact with faculty is especially important, as their life and work commitments often leave little time for interaction outside the classroom. It is also critical to connect with students in the first semester, when their transition challenges are greatest, and their probability of leaving highest.

Connecting students with faculty early in the first semester is the core of the faculty academic advising baseline method outlined in this handbook. This handbook outlines Red River College's approach and provides tips and tools for faculty academic advisors. It also describes the linkages to the Freshman Integration Tracking (FIT) system and the support services provided by Student Services. Faculty don’t have to do it all by themselves, there is lots of help. But you are the most important link with the student. Never underestimate the power of one.

Ken Webb
Vice-President, Academic
Faculty Academic Advising Handbook

Section 1: Introduction

1.1 Background
The need for faculty academic advising is well documented in the research literature on student retention. Research indicates that meaningful contact with academic faculty is a primary contributor to student persistence and success. This is especially true with adult learners whose life and work commitments limit their availability for interaction outside the classroom.

Tinto’s research (1993) indicates that the first semester (i.e., the first 16 weeks) is a critical decision-making period for student success. The first semester represents the period where the students’ interaction with the college environment sets the stage for developing an attachment to the college and creates a sense that they and their ability to succeed academically matter to the college (Tinto, 1993; Chickering & Reisser, 1993). For adult learners, the teaching faculty is the primary agent for creating and conveying this sense of belonging and belief in their ability to succeed (Northern Virginia Community College [NVCC], 2001).

During its 2001 – 2002 term, the Red River College (RRC) College Council recognized the significance of student retention and success to RRC and examined the issue closely before producing a report with 10 recommendations for consideration by the Senior Academic Committee (Appendix 1). Faculty academic advising (recommendation #8) was endorsed by the Senior Academic Committee (SAC) and the Vice-President, Academic initiated the formation of the Academic Advising Working Group (AAWG). The AAWG was charged with the responsibility of researching and developing an approach to faculty academic advising suitable for implementation at RRC.

Based on the College Council recommendation, current research, and a focus on student retention outlined in the RRC Operational Plan 2004 – 2009 (objectives 2.0, 2.1, 2.1.2, 2.4, and 2.4.1 [Appendix 2]), the College has instituted a two-pronged approach to student retention and success:

1. Development of a faculty academic advising baseline methodology; and
2. Application of the Freshman Integration Tracking (FIT) data collection system.

1.2 Overview
The faculty academic advising baseline method outlined in this handbook defines a minimum acceptable standard for faculty academic advising at RRC, but sets no upper limits. It is based on the results of an environmental scan conducted by the AAWG into
the range of approaches to faculty academic advising in use at RRC (2004). It is important to recognize that RRC has many examples of exemplary practice in student retention and success. The majority of these were initiated by RRC faculty and embody the teaching faculty’s commitment to student success.

The Freshman Integration Tracking (FIT) System supports faculty academic advising. The FIT System was designed by Dr. Peter Dietsche, Humber College based on Tinto’s research. It focuses on the identification of student support needs during the critical first semester period. Two surveys – Partners in Education Inventory (PEI) and Student Experience Inventory (SEI) – help identify students at-risk and provide tools (Personalized Learning Plans for students and reports identifying at-risk students for faculty) which aid in initiating faculty academic advising contact. The FIT System has been used at Humber College for 20 years and has an 80% predictive value in terms of identifying early leavers.

1.3 Boundary and Ethical Issues
The faculty academic advising baseline method complements the academic advising and counseling services provided by Student Services. It offers an opportunity for collaboration and shared responsibility in expanding avenues for student success. It recognizes the expertise resident in each form of academic advising and does not seek to overlap these. In this regard the boundary between faculty academic advisors and Student Services academic advisors and counselors is defined by the expertise each brings to the advising process. In the faculty academic advising baseline method advising is concentrated on the requirements of the program in which the student is enrolled, i.e. development of the knowledge, professional/technical skills, and essential employability skills associated with the trade or profession being pursued. Student issues that extend beyond program administration and the faculty’s area of expertise are handled by referral to Student Services academic advisors or counselors.

What the faculty academic advising baseline method shares with Student Services is a commitment to the highest standards of ethical conduct in relation to students. Ethical conduct manifests itself in:

- respect for the student,
- confidentiality of student information,
- recognition of the adult status of RRC students and their rights and responsibilities related to the choices they make,
- establishment and maintenance of personal boundaries in interacting with students,
- avoidance of conflict of interest situations,
- fair and equitable treatment of all students, and
- modeling of appropriate professional conduct.

The faculty academic advising baseline method sees each faculty academic advisor as a role model for what constitutes professionalism in the industry the student seeks to enter.
1.4 Freshman Integration Tracking (FIT) System

The FIT System is drawn from Tinto’s research on student retention. He has noted that “decisions to withdraw are more a function of what occurs after entry than of what precedes it. They are reflections of the dynamic nature of the social and intellectual life of the communities which are housed in the institution, in particular of the daily interaction which occurs among its members (Tinto, 1993, p. 5).” The FIT System is designed to contribute to student success and institutional learning by providing tools in the form of Personalized Learning Plans for immediate use in advising current students. Over time FIT enables the collection of longitudinal data on student characteristics. Analysis of this data can provide evidence and direction for change and the evolution or development of programs and services to aid in student retention and success. In the same way, establishing a baseline for faculty academic advising provides a formal and uniform point for gathering information and facilitating reflective practice in faculty academic advising. In combination, FIT and faculty academic advising provide powerful tools for increasing student success.

Section 2: Definition of Faculty Academic Advising

2.1 Profile of RRC Students
The RRC Academic Annual Report 2003 – 2004 (p. 6) described RRC students this way:

- the majority are between 20 and 24 years of age;
- 48% were employed in the year prior to attending RRC, while 23% were in high school, and 8% were in university;
- 75% of students are from the urban south of Manitoba;
- women comprise 50% of the full time student population; and
- 63% of students have a Senior 4 level education, 27% have attended college or university, and 3% were mature students.

The 2004 Canadian College Student Survey noted that 75% of RRC students listed getting a better job as their primary goal in attending RRC.

This data paints a picture of educated adults with some prior work experience and with the goal of finding a better and more gainful future as a result of attending the College.

2.2 Beliefs About Students
Academic Policy C11 – Student Code of Rights and Responsibilities sees students as being integral and contributing members of the “Red River College community (p. 1)” (Appendix 3). Policy C11 puts boundaries around student conduct by clearly stating that with each right comes an attendant responsibility. In the same way, the policy describes the College’s responsibilities toward students and articulates the reciprocity that is necessary for students to attain their educational goals and for the College to fulfill its obligations to the student. Policy 11 sets the tone for student conduct at RRC and reflects the College’s beliefs that students:

- are responsible for their own behavior,
- can be successful as a result of their individual goals and efforts,
- have a desire to learn,
- hold their own beliefs and opinions, and that
- learning needs vary according to individual skills, goals, and experiences.


2.3 Values
Beliefs and values are words often spoken in the same breath when discussing academic advising. In most discussions, it is a moot point whether values precede beliefs or the reverse. What is clear is that beliefs and values are only meaningful when they are translated into action and become part of the college’s community life. RRC has a published Statement of Values (2004).
<table>
<thead>
<tr>
<th>Learning</th>
<th>We cherish learning and have clear and high standards for learning for all members of the College community.</th>
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<tr>
<td>Respect</td>
<td>We believe in honouring the worth of others by demonstrating fairness, courtesy and compassion.</td>
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<tr>
<td>Inclusiveness</td>
<td>We believe in fostering a diverse community and striving for greater inclusiveness.</td>
</tr>
<tr>
<td>Integrity</td>
<td>We maintain at all times the highest levels of honesty, communication, cooperation and credibility in relationships and fulfilling our commitments, including managing the resources entrusted to us.</td>
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<tr>
<td>Healthy Environment</td>
<td>We believe in promoting creativity, wellness and flexibility through a safe and sustainable learning environment.</td>
</tr>
<tr>
<td>Contribution to Community</td>
<td>We serve the broader needs of the people of our community and strive to involve the community and contribute to the enhancement of the overall quality of life.</td>
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These values are embodied in the faculty academic advising baseline method as it recognizes the student’s right to learn and to achieve his/her educational goals. The baseline method places the student’s goals within the College’s value system and balances them with the work and self-discipline required for professional success in the workplace. It is a walk-the-talk approach as it clearly contextualizes the faculty advising process by keeping it focused on the 3 areas most directly related to faculty’s ability to help students succeed, i.e. knowledge, professional/technical skills, and essential employability skills related to the student’s profession/program of choice.

In this context then, the definition of faculty academic advising most suitable to the RRC faculty academic advising baseline method is:

Faculty academic advising is a college community activity wherein the partnership between faculty academic advisors and adult learners is mutually directed at helping students to achieve their educational goals. It is respectful, supportive, and confidential. The baseline method is a process of guiding students towards increasing levels of competence in both the academic and professional aspects of their chosen career. It operates cooperatively and in tandem with the advising, support, and counseling services available through Student Services.
Section 3: Mission Statement

The academic advising program at Red River College facilitates student success as measured by the student’s achievement of his or her educational goals.

Remember that 75% of RRC students listed getting a better job as their primary goal in attending the College. The faculty academic advising baseline method focuses on students who have expressed their educational goals by applying for and enrolling in a particular program. It directs attention at helping them learn what it takes to turn their goals into their reality.
Section 4: Faculty Academic Advising Baseline Method

4.1 Baseline Method
The question to address at the beginning of this section is “Why a baseline method?”.

The term *baseline method* stems from the need to define the starting point for faculty academic advising. As mentioned earlier, the faculty academic advising baseline method is RRC’s definition of what constitutes a minimum acceptable standard for faculty academic advising. It would effectively be the “1” on a scale describing faculty academic advising, where 1 is the minimum effective response.

While the AAWG’s internal environmental scan provided evidence that RRC has many exemplars of faculty academic advising whose efforts extend far beyond any minimum acceptable standard, it also showed that the minimum standard in effect at the College represented a *passive/voluntary/informal* approach to faculty academic advising. This approach is not consistent with the FIT System nor is it in step with current research and practice in student retention. Current research shows that a *proactive/intrusive/formal* approach during the first year of study contributes to student retention. Such an approach recognizes that students are adults who can refuse the offer of faculty academic advising or referral to Student Services for other types of academic advising or support, but affirms the decades of research evidence that shows that students benefit from constructive interventions during the points in their academic career when they are most vulnerable. Research done by the AAWG and by Research & Planning consistently found evidence of colleges and universities going through a period of reflection and renewal in relation to their academic advising programs. For example, Sinclair Community College, one of the League for Innovation’s Vanguard Colleges, is currently revising its approach to academic advising using standards set by the Academic Quality Improvement Program (AQIP) (http://www.sinclair.edu/about/aqip/ap/acdadv/proplan/index.cfm).

Faculty academic advising as defined by the baseline method is an extension of the faculty’s teaching role and a co-curricular activity. Defining faculty academic advising moves it from an informal activity to a formal one. This shift focuses attention on the activity, rather than treating it as a sidebar of the teaching/learning process.
4.2 Functions of the Baseline Method

The faculty academic advising baseline method has 3 functional areas:

1. **Proactive contact** during the first 8 weeks of attendance using the FIT tools. Research shows that the first semester is a critical period for students in deciding whether to persist with or abandon their educational goals (Tinto, 1993). Humber College’s 20 years of experience using the FIT system has shown that the FIT surveys have an 80% predictive value in identifying early leavers (Dietsche, 1997).

2. **Faculty academic advising** focusing on the knowledge, professional/technical skills, and essential employability skills specific to the program and the faculty’s expertise. Faculty contact is the single most important factor in influencing the positive integration and persistence of adult learners (NVCC, 2001).

3. **Referral** to Student Services for services and expertise outside the scope of the academic department. The baseline method carries with it no expectation that faculty bring anything beyond their program-specific expertise to the student advising process. Students needing other kinds of academic advising or counseling should be referred to Student Services. Or, in situations where students need assistance with program administrative matters outside of the jurisdiction of the faculty member, referral can be made to the program Chair or Coordinator.
Section 5: Proactive Contact

5.1 Why
Research shows that the more contact students have with individual faculty members, the more likely they are to be satisfied with their education and remain in college. Effective student success and retention strategies require taking initiative. The faculty academic advising baseline method is intended to reach out to student to create proactive, preventative and timely intervention. The faculty academic advising baseline method focuses energy on making students successful from the first day they enter college. The single most powerful strategy is when at least one person takes a personal interest in a student and relates to him or her as a whole person. Faculty academic advisors help students become successful by clarifying their goals and objectives, answering their questions and listening to their concerns. This will get them off to a great start at college simply by letting them know that they matter to the college, and improved retention results from taking this initiative (Chickering & Reisser, 1993). If student success is the goal, then faculty academic advising is one method for making students more successful.

Few experiences in a student’s post secondary education have as much potential for influencing them as faculty academic advising. Through regular contact with students, whether face-to-face, by telephone or through email, faculty academic advisors gain meaningful insights into student’s academic and personal experiences and needs. Faculty academic advisors use these insights to help students feel a part of the college community, develop sound academic and career goals, and ultimately become successful learners.

5.2 How
Planned and purposeful contact is essential in making the faculty academic advising baseline method work. If students have completed the Freshman Integration Tracking (FIT) surveys, the results can provide a means for initiating student contact. The schedule for such personal contact may be set at “one contact in the first eight weeks and then as the student’s needs dictate”, or “twice every term/semester”, or some other planned pattern. Students are often hesitant to ask for help, especially when they need it most, so it is the faculty academic advisor’s responsibility to take the first step to establish the advising relationship and to maintain contact.

Personal and on-going contact with every first-year student is essential to the early detection, intervention and response to student difficulties. From a student’s perspective, faculty academic advising supports the learning process. From a faculty perspective, it is the logical extension to the teaching–learning partnership that exists inside the classroom. To facilitate student contact include office hours, work phone number, and email address on course outlines. To establish and maintain personal boundaries, advise students of factors limiting availability. For example, if 2 days lead-
time is necessary to respond to emails, then state that. If scheduling limits availability for returning phone calls, specify the best contact times. The faculty academic advising baseline method recognizes that teaching faculty needs time for the other aspects of their role as well.

Much of the personal and social development required of a program graduate is taught through the essential employability skills identified for the program. Use the faculty academic advising baseline method as an opportunity to model for students the professionalism practiced in industry. Consider using the classroom as a means of assessing and observing students’ adoption of essential employability skills. Note your observations and include them as part of the plan for meeting with students. For example, if industry values timeliness and the ability to set priorities, observe students’ ability to do this and include your observations in your dialogue.

Faculty academic advising is an extension of the teaching role and requires similar skills. Approach student advising as a way to help students learn to problem solve, to collect information, to weigh alternatives, and to understand the pros and cons of different choices. The ability to make informed decisions will serve students well in class and on-the-job. Listening and questioning skills are effective in the classroom and in student advising meetings. This is one way to demonstrate for students that good communication is a two-way exchange and an opportunity to learn. Employ formative assessment in the advising process as a means of monitoring student progress and providing feedback.

To help translate classroom skills and expertise for faculty academic advising, consider structuring the student advising meeting like a lesson. It can be comprised of various parts.

1. OPENING – greet student, build rapport, trust and respect.
2. REVIEW - review previous sessions, if any.
3. IDENTIFY AND CLARIFY - identify the problem and clarify the situation.
4. LISTEN - gather information by listening and asking questions.
5. DISCUSS - develop and evaluate possible options, alternatives, or solutions to the problem by giving information.
6. ASSESS - assess the risks of the outcomes of the solutions and alternatives.
7. DECIDE - determine whether or not you can help and/or are qualified to assist or whether a referral to a Student Service should be made.
8. ACT - make a referral or set up a plan of action with timelines.
9. SUMMARIZE - summarize the meeting, the results, and the action to be taken.
10. DOCUMENT – make notes on the meeting, the results, any action or follow-up to be taken in the student’s file.
11. FOLLOW-UP – schedule the next meeting, evaluate the effectiveness of your meeting and follow through on commitments made to students.
Most of the effective teaching techniques practiced in the classroom can be transferred to individual or group meetings with student advisees. Only the format (small group or individual meeting in a more informal atmosphere) and the content are different. In the advising meeting, the content of the discussion centres on educational planning. Students want to discuss programs or they need assistance in understanding policies and procedures that may affect their progress.

Faculty academic advising is a key to student success and retention. The best way to keep students satisfied and enrolled in college is to keep them stimulated, challenged and progressing towards a meaningful goal. The best way to do that, especially for first year students, is through informed faculty academic advising.

5.3 Tips for Initiating Contact

1. Take the initiative to contact your advisee students in person during the first 8 weeks of classes. Introduce yourself, provide your office address and office hours and set up a time for an in-office one-on-one meeting.
2. Know the names of the students you are advising and address them by name.
3. Establish rapport by remembering personal information about students.
4. Establish an honest, friendly, open, and professional relationship with your students.
5. Be prepared when meeting with your students.
6. Ask probing or open-ended questions to clarify their concerns.
7. Be a good listener. Try to listen with understanding without judging or criticizing.
8. Categorize student’s concerns. Are they seeking action, information, involvement or support?
9. Focus on the student – avoid interruptions.
10. Be available to students at reasonable times and frequent intervals. Whenever possible, try to set consistent times. Much of the success of a student-advisor relationship depends upon the advisor’s accessibility to the student. Post your office hours on your door. Give your work phone number to your advisees.
11. Persevere in maintaining contact with students even during peak workload times. Critical times for students often occur when students and faculty are most busy.
12. Seek out advisees in informal settings, i.e., the lunch room/cafeteria, student activities, etc. Offer a friendly greeting and check on their progress.
13. Take the initiative to keep in regular contact with your advisee students. Don’t wait for them to come to you, especially if you are aware of academic difficulties. Email can be a very valuable tool in making contact.

5.4 Using the FIT Tools

There are 2 survey tools used by the FIT system. Both are paper and pencil questionnaires filled in by the students involved. The first tool, the Partners in Education Inventory (PEI), is administered as near to the start of academic study as possible. The
second, the Student Experience Inventory (SEI), is later in the term and discussed later in this section.

It is expected that the PEI will be administered within the first 2 weeks of a course of study. The PEI gathers information in several areas, including: demographics, academic background and preparedness, support services that may be needed, attitudes and goals of the first-year student.

About a week after completing the PEI, students receive the first Personalized Learning Plan (PLP). Based on students self-declared needs, the PEI PLP identifies relevant support services and advises the student where to access these services. The PEI survey results assist in identifying students who are most likely to need early interventions in order to increase in their success at the post-secondary level.

The distribution of the PEI survey results is the first opportunity for faculty academic advising. Student can use the PEI PLP as an opportunity to meet with their faculty academic advisor and go over the results. Faculty can use the PEI survey results as an opportunity to make contact with students. Supports can be explained and guidance to accessing the services can be provided. As has been mentioned, this early intervention can create a bond that will help keep students engaged in college studies.

Closer to mid-terms, the Student Experience Inventory (SEI) is administered. By this time students are starting to grapple with college life and may have a better sense of their support needs. The SEI survey tracks changes in support needs as well as academic and extracurricular behaviours. It explores students' perceptions and attitudes based on their interactions with the college environment. Within a week of completing the SEI, students receive the second Personalized Learning Plan (PLP). Again, this provides the opportunity for the faculty academic advisor to meet with the student to discuss any changes in support service needs. The SEI acts as an early warning device for at-risk students. Scores on an interrelated set of items have an 80% predictive value in identifying potential early leavers.

Interventions at this point may be highly effective in salvaging the career of any student who is at risk of leaving the program. By proactive, intrusive student advising, it is possible to create a successful bond and to provide the supports necessary for increased success.
Section 6: Faculty Academic Advising

6.1 Boundaries
As already noted the faculty academic advising baseline method complements the academic advising and counseling services provided to RRC students through Student Services. If students are to be successful in their chosen programs, a broad range of assistance and support is essential. Developing and maintaining collaborative working relationships with Student Services facilitates referral and helps avoid duplication of effort.

The following chart illustrates areas of responsibility and explains the complementary functions provided by faculty academic advisors and Student Services academic advisors and counselors. The chart helps to define the boundaries between the two, by identifying areas of expertise and the services each provides to students. It provides faculty academic advisors with a quick guide to determine where to direct a referral.

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<th>Faculty Academic Advising</th>
<th>Student Services Academic Advising</th>
<th>Student Services Counseling Services</th>
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<tr>
<td>Proactive contact within the first two months of the program using FIT tools when available.</td>
<td>Pre-enrollment academic advising.</td>
<td>Assist students in managing the stress of balancing college, family, and/or work commitments.</td>
</tr>
<tr>
<td>Student advising concentrated on the knowledge, professional/technical skills, and essential employability skills required of the program in which the student is enrolled.</td>
<td>Provide guidance on program transfers, course changes or selection, and other academic concerns.</td>
<td>Assist students in dealing with issues related to anxiety (including test anxiety), depression, self-esteem, abuse and family or relationship problems.</td>
</tr>
<tr>
<td>Referral to Student Services for services outside the expertise of the program</td>
<td>Help students understand and navigate college policies and procedures, e.g. Policy C7 – Academic Integrity, Policy C16 – Disciplinary Appeals.</td>
<td>Help students with disabilities access a range of educational support services.</td>
</tr>
<tr>
<td>Referral to the Program Chair or Coordinator for issues related to college policies or program procedures</td>
<td>Assist students with the Grade/Evaluation Appeal Process (Policy C15).</td>
<td>Help students with learning disabilities access diagnostic testing and/or educational support services.</td>
</tr>
<tr>
<td></td>
<td>Identify other avenues of referral internally and/or externally.</td>
<td>Consult with faculty academic advisors and give feedback on issues of concern.</td>
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<td></td>
<td></td>
<td>Referral to external supports or resources.</td>
</tr>
</tbody>
</table>

(Source: Adapted from Butler, Edward (1995), Counseling and Advising: A Continuum of Services.)
If a faculty academic advisor feels out of his/her depth in addressing student concerns, it is best to consult with Counseling Services and avail oneself of the specialized expertise housed there. In doing this, it is important to remember that, although a faculty academic advisor may encourage and recommend that a student access the resources available to them through Student Services, the student can choose to refuse the referral.

While boundaries outside a program are important, they are also significant within a program. Every college program has internal procedures which outline areas of specific responsibility. College policies also outline procedures and designate authority in the correct handling of student concerns. Faculty academic advisors must recognize and respect the boundaries and lines of authority inherent in these. If a faculty academic advisor has any concerns related to departmental procedures and/or college policies, it is best to consult with the program Chair or Coordinator before proceeding.

6.2 Ethics
Ethics play a critical role in student advising. Faculty academic advising is a professional faculty responsibility. It is not friendship. It is important at the outset to be clear that the faculty’s role is one that precludes friendship. Faculty members are required, as part of their teaching role, to set standards for student conduct, to judge student’s academic performance, and to assess their competence in acquiring the knowledge, professional/technical skills, and essential employability skills associated with their program. This function of the teaching role places faculty in a position of power and authority over students. The assessment and judging functions preclude a relationship of peers, such as friendship. It puts faculty in a position of trust in their conduct towards students and requires a level of professional, ethical conduct which ensures no betrayal of this trust.

The Society for Teaching and Learning in Higher Education (STLHE) has an established code of ethical conduct for university teaching faculty (Appendix 4). It outlines a set of 9 “basic ethical principles that define the professional responsibilities of university professors in their role as teacher (STLHE, 1996, 1)”. These principles are as applicable to college teaching as they are to university teaching.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 1: Content Competence</td>
<td>A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies.</td>
</tr>
<tr>
<td>Principle 2: Pedagogical Competence</td>
<td>A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of</td>
</tr>
<tr>
<td>Principle 3: Dealing With Sensitive Topics</td>
<td>Topics that students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Principle 4: Student Development</td>
<td>The overriding responsibility of the teacher is to contribute to the intellectual development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.</td>
</tr>
<tr>
<td>Principle 5: Dual Relationships With Students</td>
<td>To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.</td>
</tr>
<tr>
<td>Principle 6: Confidentiality</td>
<td>Student grades, attendance records, and private communications are treated as confidential materials, and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.</td>
</tr>
<tr>
<td>Principle 7: Respect For Colleagues</td>
<td>A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.</td>
</tr>
<tr>
<td>Principle 8: Valid Assessment of Students</td>
<td>Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.</td>
</tr>
<tr>
<td>Principle 9: Respect for the Institution</td>
<td>In the interests of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.</td>
</tr>
</tbody>
</table>

For the purposes of the faculty academic advising baseline method principles 5, 6, 7, and 9 are particularly significant. As per Principle 5, engaging in dual relationships with students crosses the boundary of accepted faculty conduct. It undermines the student and puts the faculty member and the College in jeopardy. It is, therefore, essential in using the faculty academic advising baseline method that respectful boundaries are established and maintained in advising students and throughout their academic careers at the College. This does not mean that faculty academic advisors cannot behave in a friendly and supportive manner towards students. It does, however, mean that such behavior remains within the bounds of professional, ethical conduct. The fact that RRC students are adults does not lessen this responsibility. RRC Policy F9 – Conflict of Interest applies to the disclosure of any pre-existing personal relationships and it is in the faculty member’s best interest to follow the procedures for disclosure outlined in the policy (Appendix 4).

Certain aspects of Principle 6 are covered by RRC Policy A22 - Freedom of Information and Protection of Privacy (Appendix 5). While the Use of Personal Information section of a student’s application form allows authorized college staff to document the outcomes of faculty academic advising and to refer students to Student Services for other kinds of assistance, maintaining confidentiality is part of being effective as a faculty academic advisor. To be effective, faculty academic advisors need to foster a sense of trustworthiness with students. Maintaining confidentiality is a mark of respect for the student and recognition of his/her adult status. In addition, it provides the faculty academic advisor with an opportunity to model the type of professional conduct expected of a supervisor or manager.

Principle 7 relates to collegiality and the need to establish a healthy and respectful work and learning environment. While it is important to take note of students’ concerns regarding the conduct of other faculty, especially in any instance where student disclosures relate to Policy A11 – Respectful College, it is equally important that faculty academic advisors maintain a respectful attitude towards their colleagues. This contributes to collegiality and harmony within an academic area. Any student concerns the faculty academic advisor believes need further investigation should be discussed with the program Chair and addressed as outlined in articles 5 to 22 of Policy A11 (Appendix 6).

In terms of the faculty academic advising baseline method, Principle 9 affirms the student’s educational goals and his/her choice of educational provider. Since the mission of academic advising is facilitating student success as measured by the student’s achievement of his or her educational goals, it is important to help students understand why program standards are important and how they relate to their current experience as students and their future roles as employees.

Ethics are most important when they translate into action. The faculty academic advising baseline method provides a framework for ethical student advising that relates specifically to employing the faculty’s program expertise to help students achieve their
educational goals. In this regard it contributes to the best aspects of student development noted in Principle 4.

6.3 Tips for Faculty Academic Advising
1. The faculty academic advisor and the student are a team in which both work together to form a meaningful achievable academic plan that is consistent with the student’s educational goals and congruent with their skills, abilities and interests.
2. Each student is unique and must be treated as such. Respect should be given to students, their beliefs and opinions. A student’s decision to participate in faculty academic advising is voluntary. Students can refuse advising and/or referral.
3. Provide a friendly, trusting and open environment, which fosters mutual respect, honesty and demonstrated commitment to success. Show a true interest in student concerns by being a good listener.
4. Be approachable, accessible, and flexible. Be available to students at reasonable times and frequent intervals. Post your office hours on your door. Give your work phone number to your advisee students.
5. The advisor should serve as a resource person, providing information about the program, policies, procedures and academic requirements; therefore the advisor should be knowledgeable in these areas. In instances where policy or departmental procedures require that certain matters are handled directly by the program Chair or Coordinator, advise students of this clearly and use the referral process to direct them to the appropriate person.
6. Motivate students to get involved with and connected to the institution as much as possible.
7. The faculty academic advisor serves as a link between students and Red River College, referring students to support services when required and familiarizing them with the resources available at the College to meet their academic and personal goals. Therefore, the faculty academic advisor should have a thorough knowledge of all available Student Services in order to make appropriate suggestions and referrals.
8. Help students determine the reasons for poor academic performance in order to help them improve academically or to refer them to the appropriate Student Service. Know when and how to make referrals. Don’t refer too hastily, yet don’t attempt to handle situations for which you are not qualified. Recognize your own limitations and use your own specialized knowledge effectively.
9. Build motivation and confidence, but acknowledge student limitations, by focusing on a student’s strength and potential.
10. Gain the necessary knowledge and skills to work with and be sensitive to the needs of a College population diverse in age, ethnicity, disabilities, and academic preparedness.
11. Maintain a complete and accurate file on each student advisee in order to monitor progress towards graduation and educational goals. Keep a record of significant conversations for future reference.
12. Monitor student progress and provide regular feedback to the advisee, even if this simply means sending an email every couple of weeks to check on the student. Written or verbal encouragement is also useful as positive reinforcement.
13. Help students see the connection between educational programs and their future careers. Be knowledgeable about career employment opportunities, pay and the job market in your area.

14. Respect the rights of students to keep personal information confidential. Faculty academic advisors can share this information with other authorized college personnel, but do so only when both the student and the faculty academic advisor believe the information to be relevant and beneficial.

15. Behave responsibly towards the College. Respect colleagues’ opinions; remain neutral when students present comments, questions or opinions about other faculty or staff; and be non-judgmental about academic programs and services.

16. Encourage students to gather and evaluate information and make meaningful decisions about their educational goals. Students must ultimately make their own decisions and take responsibility for their own educational, personal and social development.

17. Welcome feedback from students about the advising process, courses, and the College. It is part of the educational partnership and an opportunity for the faculty academic advisor to see the College through the eyes of the student.

6.4 FIT Tools
As previously mentioned, the 2 Personalized Learning Plans (PLP) are the FIT tools that are used by the faculty academic advisors as a basis for proactive contact and advising. Both the Partners in Education Inventory (PEI) PLP and the later Student Experience Inventory (SEI) PLP will give the student a roadmap of possible supports that may be required. The faculty academic advisor can discuss the options with the student and guide them to available services. In some cases, it may be necessary for the faculty academic advisor to make the appointment with the student for some services. In extreme cases, it may be in the student’s best interest for the faculty academic advisor to walk with the student to the services available. Referring to the previous portions of this section on boundaries and tips, the faculty academic advisor needs to use their best judgment to determine what course of action will best safeguard the student’s interests.

Using the PLP as a guide, the faculty academic advisor can initiate a short discussion with each advisee student about how the College experience is progressing and if there are any areas of concern. This connection can be a very effective tool in keeping the at-risk student engaged in continuing their studies. Together the FIT system and the faculty academic advising baseline method are a powerful combination. They show students where their needs may lie, and then provide guidance on how to access and use the support services needed to address their needs.
6.5 Policies and Procedures
As mentioned earlier, the focus of the faculty academic advising baseline method is student program-related behaviour. This makes knowledge of the program, departmental procedures, and college policy central to the student advising process. Areas where departmental procedures and college policies overlap occur most often in relation to academic integrity (Policy C7), grade appeals (Policy C15), student conduct (Policy C11) and respectful college (Policy A11). Departments may also have specific guidelines related to student progress, qualifications for the various forms of work placement used by the college, and graduation requirements. Graduation requirements are particularly important in relation to externally accredited programs where the accrediting body may set the exam and determine the pass mark (such as in apprenticeship programs) or require the completion of a set of comprehensive, post-graduation exams in order to achieve a professional designation and the right to practice in the field (such as in nursing, laboratory technology, engineering technologies, etc).
Prior to initiating any student advising contact where issues related to departmental procedures or college policies may arise, it is in the faculty academic advisors best interests to clarify any concerns with the program Chair or Coordinator. In the event of a student appeal or a decision to take disciplinary action, adherence to procedures outlined in college policy or departmental procedures safeguard the interests of the student, the faculty, and the College.

In instances where College policy applies, it is as important to understand what the policy means as well as what it does not mean. For example, Policy A11 – Respectful College covers harassment, disrespectful behaviour, abusive conduct or language, and other actions which undermine a respectful working and learning environment (Appendix 7). Policy A11 charges all members of the college community with ensuring the creation and maintenance of a respectful environment (article 4). It clearly explains what the definition of harassment includes (article 2.4) and just as clearly what it does not include (article 3). For the purpose of the faculty academic advising baseline method, it is important that faculty academic advisors clearly understand the difference and are able to communicate this to students. For this purpose, articles 2.4, 3 and 4 are duplicated below.

<table>
<thead>
<tr>
<th>Policy A11 – Respectful College</th>
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<tbody>
<tr>
<td>2.4 Harassment includes:</td>
</tr>
<tr>
<td>2.4.1 conduct that is offensive which may include, but is not limited to leering, degrading remarks, threats, intimidation, jokes or taunting insulting gestures, displays of offensive pictures or materials, unwelcome enquires or comments about someone’s personal life, physical contact e.g., touching, patting, assault.</td>
</tr>
<tr>
<td>2.4.2 sexual harassment, which includes any conduct, comment, gesture, or contact of a sexual nature that might reasonably be expected to offend or humiliate a person, or be perceived as placing a condition of a sexual nature on any aspect of employment and/or academic success.</td>
</tr>
<tr>
<td>2.4.3 abuse of authority which is the improper use of power and authority to endanger, undermine, threaten, interfere with, or influence an employee’s job, the performance of that job, the economic livelihood of the employee, or that employee’s career or a student’s academic success or learning environment.</td>
</tr>
<tr>
<td>3. The following do not constitute harassment:</td>
</tr>
<tr>
<td>3.1 the proper use of authority by a manager/supervisor responsible for functions such as (but not limited to) performance appraisals, discipline, and directing the work of an employee. An employee dissatisfied with the exercise of authority should deal with their concerns through other venues such as informal resolution, alternate dispute resolution, and in the last instance, the grievance process.</td>
</tr>
<tr>
<td>3.2 the proper use of legitimate authority by an instructor in exercising duties pertaining to determining grades, identifying and preventing inappropriate classroom behavior, and recommending discipline.</td>
</tr>
<tr>
<td>3.3 workplace conflict, which refers to interpersonal conflict arising between two or more employees which impacts negatively, or has the potential to impact</td>
</tr>
</tbody>
</table>
negatively, on the effective functioning of the work unit. Common workplace conflicts, which do not constitute harassment, may be based on differences in expectations, misunderstandings, prolonged thoughtlessness, poor communication or personality conflicts.

To Whom and Where the Policy Applies

4. This policy applies to all employees, contractors, students and clients of the College, and is intended to pertain to any incident of harassment at any location where business of the College is being carried out, including but not limited to student co-op and work placements.

As outlined in article 3.2 of Policy A11, a faculty member’s “legitimate authority” covers grade determination, classroom management, and recommending disciplinary action. It also covers curriculum and requires the fulfillment of certain duties to ensure student rights, as per part 1, articles 1.1 to 1.13 outlined in Policy C11 – Student Code of Rights and Responsibilities (Appendix 3). These rights find their counterparts in principles 1, 2, and 8 of the STLHE code of ethics. For reference purposes, articles 1.1 to 1.13 of Policy C11 are duplicated below.

Policy C11 – Student Code of Rights and Responsibilities

**Academic Rights**

Students have the right:
1.1 to have access to information on all College fees prior to the start of the program.
1.2 to have access to a timetable at the beginning of the program.
1.3 to be informed of the requirements for progression to the next term/semester.
1.4 to receive in writing at the beginning of each course, a course outline that includes:
   - learning outcomes
   - course objectives
   - list of textbooks and readings/supplementary materials
   - grading criteria/guidelines
   - the value for each assignment, project and test
   - opportunities for Prior Learning Assessment and Recognition
   - additional information and/or frequently asked questions.
1.5 to receive in writing information about assignments including due dates, the dates of text and exams and the expected standard for performance or quality of assignments.
1.6 to receive contact information for each course instructor including room number, College phone number, email address and office hours (where applicable).
1.7 to receive reasonable notice of any changes to the course such as objectives, grading system, assignments, assignment due dates, change of time/cancellation of a class, test/exam dates.
1.8 to obtain marked assignments and grades in a timely manner.
1.9 to be graded objectively on academic performance and to be protected by established procedures against prejudice or unreasonable evaluation.
1.10 to appeal grades and evaluations according to College Policy C15.
1.11 to have the opportunity to review one’s evaluated assignments, tests, exams and projects.
1.12 to withdraw from a course without academic penalty prior to the deadline date for Voluntary Withdrawal as defined for each program.
1.13 to receive a quality learning experience from instructors who are knowledgeable in their subject area, and skilled in instructional techniques.
As per Principles 1, 2, and 8 outlined in section 6.2, faculty’s legitimate authority covers content, pedagogy, and assessment. This makes Policy C7 – Academic Integrity and Policy C5 – Student Evaluation and Progression important as they represent areas where departmental procedures and college policy overlap (Appendices 8 and 9). Many programs have specific practices for detecting plagiarism (e.g. use of certain software programs or search engines) and for handling situations involving plagiarism or cheating. These may be referenced formally in course outlines, student program handbooks, or program websites, or informally through meetings between faculty and the program Chair or Coordinator. For faculty academic advisors, understanding these policies and procedures aids in communicating their significance and the implications of academic misconduct on a student’s ability to achieve his/her educational goals. In the workplace, program graduates will have to work within the confines of organizational policy in order to fulfill their job commitments. Displaying an understanding of the place of policy and procedures in the College’s management process models an essential employability skill related to appropriate corporate or business conduct and etiquette.

In advising students who have decided to appeal a grade or disciplinary action, faculty academic advisors can refer students to Student Services academic advisors for assistance. The program Chair or Coordinator should be notified of such a referral.

6.6 Records and FIPPA
For the purposes of the faculty academic advising baseline method, records are kept for the sole purpose of helping students to achieve their educational goals. There are 2 types of records which pertain to faculty academic advising:

1. Meeting Notes that a faculty academic advisor may use to plan the student advising session or to record the topics covered in the meeting for future reference and/or follow-up (A form for Faculty Academic Advising Meeting Notes is contained in Appendix 11). As per Policy A11 – Freedom of Information and Privacy Protection, such notes need to be treated as confidential records and disclosed only to the student to whom they refer or to other authorized college staff.

2. Referral Form for support services outside the domain of the academic program.

The FIT System surveys produce Personalized Learning Plans that are delivered directly to the student and reports that identify students at risk. Return of the Personalized Learning Plans can provide an opportunity for faculty academic advisors to initiate contact and schedule a meeting. The FIT reports can help faculty academic advisors identify students at risk and prioritize them for contact. FIT Personalized Learning Plans and reports should be treated as confidential documents. As part of signing the consent form at the bottom of each FIT survey, students give the College and authorized college staff consent to use the survey results as part of faculty academic advising as well as Student Services academic advising and counseling. In instances where students refuse to sign the FIT survey consent form, they will receive no Personalized Learning Plans and will not appear on the FIT reports.
By signing the College’s application form, students consent to the use of personal information for institutional, counseling, and student development purposes. This consent pertains to meeting notes and referral forms used in faculty academic advising. For reference, the Use of Personal Information section of the RRC Application Form is reproduced below. Students cannot be registered unless they sign the application form. This means that all enrolled students have consented to the use of personal information within the bounds of the Use of Personal Information statement.

Use of Personal Information

Personal information collected in the application form will be used by Red River College for admission and registration purposes. It is collected under the authority of The Colleges Act of Manitoba and in compliance with The Manitoba Freedom of Information and Protection of Privacy Act and The Personal Health Information Act.

This information will be used to create your student record, assign you a student number(s), and register you for classes. The College will maintain your permanent student record, record your grades and provide you with student privileges (library, recreation services, counseling, health services and health insurance services). It will be used by the Controller’s Office for accounting purposes. The College will make use of the data for correspondence purposes related to admissions and registration procedures. The data may be employed in the determination of eligibility for student awards. Information regarding graduation and awards may be made public. Your name and address may be provided to internal College departments to inform you of College and community events, and for alumni contact purposes. Application data may be used to conduct research into college enrolment and related statistic profiling and reporting activities.

If you have questions about the collection and use of this information, please contact: Registrar, Red River College, Room C317, Building C, 2055 Notre Dame Ave., Winnipeg, Manitoba R3H 0J9 (204) 632-2057.

Under the federal Privacy Act, individuals can request access to their own individual information held on federal information banks, including those held by Statistics Canada. Students who do not wish to have their information used are able to ask Statistics Canada to remove their identification and contact information from the national database. Further information on the use of this information can be obtained from the Statistics Canada website at www.statcan.ca or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R. H. Coats Building, Tunney’s Pasture, Ottawa, Ontario K1A 0T6.
Section 7: Referral

7.1 Process
The faculty academic advising baseline method places no expectations on faculty to provide student advising in any but their own area of program expertise. Any indication that a student’s needs are outside the scope of faculty expertise should be addressed through referral. Listening to the student or observing his/her behavior in class may help a faculty academic advisor determine where a student’s needs may best be met and where to make a referral. If it is not clear whether to refer a student to Student Services or to the program Chair or Coordinator, err on the side of caution and connect with someone in your department or in Student Services who can guide you.

A faculty academic advisor may wish to refer a student to Student Services for the following reasons:

1. The student has expressed discomfort in meeting with the faculty academic advisor and wants to meet with someone outside of the department.

2. The student’s FIT report(s) indicate(s) a need for the academic supports offered by staff within Student Services.

3. The student’s in-class behaviour or discussions with the faculty academic advisor indicate that the student has personal or financial concerns that would best be addressed by staff within Student Services.

4. The student’s in-class behaviour or the quality of his/her assignments lead the faculty academic advisor to believe the student would benefit from tutoring, diagnostic testing for a possible learning disability, or the aid of an adaptive device.

5. The faculty academic advisor sees indications that the student is in crisis and requires immediate expert intervention from staff within Student Services.

A faculty academic advisor may wish to refer a student to the program Chair or Coordinator for several reasons. Firstly, if the student is having difficulty with the workload of a program and that program offers students the opportunity to study on a less than full-time basis, it is usually the role of the program Coordinator or Chair to explain the process of dropping courses and mapping out a longer term academic plan for the student. Situations where the student wants to change sections or is considering withdrawing from a course are usually best dealt with at the Coordinator level. If the student has a complaint about another instructor, that conversation is often best had with the program Chair. A student who wishes to terminate prematurely from a program should be referred to the program Coordinator. This is a point where the student is both sensitive and vulnerable. The interventions applied at this time may help the student reconsider his/her options and, if he/she decides to follow through on withdrawing, leave
the student in as positive a position as possible to re-consider returning to Red River
College at another time.

It is important to remember that despite a faculty academic
advisor’s best intentions in making a referral, it is the student’s
decision whether to accept the referral or to follow-up on it.
Students are adults and are responsible for their own actions
and the consequences of these actions.

7.2 Tips for Referring
Prior to making a referral, the faculty academic advisor needs to consider: 1) what
service would best meet the student’s needs; 2) the student’s possible receptivity to a
referral; and 3) what evidence is available to explain the faculty academic advisor’s
concerns. Tangible evidence is available from the FIT reports. Less tangible, but equally
valid, evidence is available through attendance reports, changes in classroom
performance, changes in the quality of assignments, or self-isolation during labs or
shops. Consideration also needs to be given to what College supports are available to
students. If unsure, the faculty academic advisor can consult with staff in Student
Services or with the program Chair or Coordinator. Formulate a plan for discussing the
referral and set up an advising meeting with the student. Remember that the decision to
accept and follow-up on a referral rests with the student. In situations where the student
is apprehensive, or would benefit from additional support, the faculty academic advisor
can call for an appointment on behalf of the student or can walk with the student directly
to the Student Service Centre. Be sure to remind the student that student support
services are free and available to all college students.

When discussing a possible referral, explain why you are recommending the referral
and what students can expect from the college staff providing these services. Reassure
the student that you are referring them to a resource where they will meet with
individuals who can help them with their specific needs.

Tips for Referring to Counseling
1. To normalize any discussions about referral to counseling services, arrange for
Student Services to make a presentation to students at the start of the academic
year. This helps set the stage for viewing a referral to counseling as part of the
College’s student success plan.

2. Put yourself in the student’s shoes when developing your student advising plan.
Before considering when and how to refer a student for counseling, it may be
helpful to consider what an at-risk student might be feeling or experiencing. They
might be feeling overwhelmed by their situation, unsure of what action to take,
how to manage or cope. They may be feeling embarrassed about not being able
to solve their problems, especially as they are a college student and should be
self-reliant. They may feel immobilized, wanting to take actions but feeling too
stressed or lacking confidence in their ability to take action. They may be in
denial about their situation, not acknowledging there is a problem while it gets...
worse. A student may feel alone and isolated from their peers, believing that they cannot solve their problem by themselves. They might desperately want help, but are unsure how to ask. They may be worried about the response if they do ask. Faculty academic advisors may find that students are waiting for someone from their program to approach them.

3. Incorporate the availability of services and supports offered by Counseling Services when discussing student’s academic performance (e.g., study skills, test taking strategies, memory issues, and exam anxiety management). Reinforce the perspective that these services are used by many students as a part of their academic success plan and that using these services may be an indication of strength rather than an indication of weakness.

4. Present counseling as one way for students who may be feeling overwhelmed, unsure and vulnerable to take control of their situation through early action. Assure students they will have confidential, non-judgmental discussions with counselors, where the emphasis is on helping students learn to problem solve in order to find a solution that works for him/her.

5. Trust your instincts and experience as an instructor. For example, if you notice a student’s verbal skills outstrip their written skills and begin to suspect that he/she may have an undiagnosed learning disability, explain your concern to the student and refer him/her to counseling for screening for diagnostic testing. If a student with a physical disability seems to be struggling, explore with him/her the possible need for and availability of adaptive equipment. Usually this is addressed at pre-enrollment, but if it has not occurred, explain to the student the availability of adaptive equipment to help him/her function better at college. Again, refer the student to counseling for assistance.

Contact information: Counseling Services - Room D-102; Telephone number: 632 – 3966; Website http://www.rrc.mb.ca/counsel/counselling.htm

Tips for Referring to Tutoring Services:

6. Present a referral to tutoring as an investment in success. Students may perceive tutoring as a waste of time or an indication they are not smart enough. Adult students have many legitimate demands on their time. It may be helpful to present tutoring as an upfront investment of time that will help over the long term by reducing stress and gaining additional supports for success. Tutorial Services provides individual tutoring and group workshops to help improve writing and study skills. Tutorial Services also arranges for peer tutoring in math and/or sciences. Tutoring is done individually or in small groups.

Contact information: Tutorial Services - Room D-110, Telephone number: 632 – 2251, Website http://www.rrc.mb.ca/tutoring
Tips for Referring to Student Service Centre Academic Advisors:

7. Provide a referral to Student Service Centre Academic Advisors for students needing the assurance of neutrality in handling or exploring program-related issues. Student Service Centre Academic Advisors provide guidance with grade evaluation appeals, interpreting college policies, and exploring alternative program options.

Contact information: Student Service Centre - Room (D-101), Telephone number: 632–2327, e-mail advisor@rrc.mb.ca.

Tips for Referring for Awards or Emergency Loans:

8. Endeavour to be holistic in considering issues impacting upon a student’s academic performance. Stress because of providing food, clothing, shelter, and paying tuition can be very real problems and have direct implications for student success. The Student Service Centre provides information on applying for Student Aid and the disbursement of student loans. They also provide assistance in getting a short-term emergency loan or applying for financial assistance through an award, a bursary, or scholarship.

Contact information: Student Service Centre – Room D101, Telephone number: 632-3979, Website http://www.rrc.mb.ca/register/awards.htm

7.3 Forms and Routing

The faculty academic advising referral form is a confidential document. Be selective in using it and provide one for each service being recommended. First-year students are still learning to navigate the College systems and campus. Too many referrals at one time can be confusing and may overwhelm the student.

Provide the student with a copy of the referral form and retain a copy for the student’s advising file. Check (✓) the service area being recommended and provide the student with directions, if needed. If a faculty academic advisor decides the student would benefit from a directed referral, he/she can initiate the referral on behalf of the student and provide the name of the contact.
Faculty Academic Advising Referral Form

Student Name:  
Program:  
Faculty Academic Advisor:  

Date:  

Reason for Referral:  

Referral to:  
- Academic Advising (Tel: 632-2327, Room D-101)  
- Financial Aid Services (Tel: 632-3979, Room D-101)  
- Counseling (Tel: 632 – 3966, Room D-102)  
- Career and Employment Services (Tel: 632 – 3966, Room D-102)  
- Tutoring Services (Tel: 632 – 2251, Room D-110)  
- Diversity and Immigrant Support (Tel: 632-2404, Room D-105)  
- Aboriginal Resource/Student Centre (Tel: 632-2106, Room F-209)  

Referral medium:  

<table>
<thead>
<tr>
<th>Medium</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td></td>
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7.4 Records and FIPPA

As mentioned in section 6.6, there are two types of records that pertain to faculty academic advising: 1) meeting notes, and 2) referrals. Both records are covered by the Freedom of Information and Protection of Privacy Act (FIPPA) outlined in Policy A22 - Freedom of Information and Protection of Privacy. As such, faculty academic advising notes and referral forms are to be treated as confidential documents and maintained in a secure location in the faculty member’s office or in a central office. A student can access the information in his/her file following established departmental procedures for access to information.
Procedures for retention and disposal of College records are outlined in *Policy 101 – Records Retention and Archiving* (Appendix 12). As per Policy 101, each department has a designated Records Retention Contact who is responsible for the maintenance of all records within his/her respective area. Any questions related to faculty academic advising records should be directed to the designated contact or the program Chair or Coordinator. Disposal of faculty academic advising records are covered by the Chair's Schedule for Destruction and Retention of Records. There is only one Chair's Schedule and it is identified as Records Authority Schedule Number: RRC/E440A. Records covered by the Chair’s Schedule are to be retained for 5 years. Faculty academic advisors should discuss any concerns they may have regarding records retention, security, and storage with their departmental Records Retention Contact.

Disposal of faculty academic advising records is covered by Article 5 of Policy 101. For reference purposes, Article 5 is duplicated below.

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**Best Practice Guidelines**  
**Policy 101: Records Retention and Archiving**

5. **Destruction and Retention of Records**
   5.1 Records are to be packages in “archive” boxes, available from the Records Clerk.
   5.2 The Schedule number and box number are to be indicated on the outside of the box.
   5.3 The records must be packaged in the same order as in the office (alpha, numeric – as stated on the MRAS), and a Records Storage Box list is to be completed.
   5.4 The office contact is to maintain all box lists so that the box numbers are not duplicated.
   5.5 Contact the Records Clerk for removal of these boxes.
   5.6 Once the boxes have been picked up from the department, the Records Clerk will complete the shaded areas of the RRC Records Storage Box List, and a copy will be returned to the office contact.
   5.7 The process for the destruction of records will be arranged by the Records Clerk.
   5.8 Records to be retained will be stored in the College’s records centre.

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In the event of a referral to Student Services, subsequent student records covering any services provided by Student Services academic advisors or counselors are retained separately as per the schedule for that area.
March 6, 2002

TO: K. Webb, Chair
    Senior Academic Committee

FROM: L. Partap, Chair
      College Council

RE: RECOMMENDATIONS TO INCREASE STUDENT RETENTION AND SUCCESS

This year members of College Council decided they would like to contribute to helping students become more successful by offering ideas for reducing the number of students who leave RRC because of difficulties, both academic and personal, or because of unsuitable program choices. Council members noted that during the period 1990-96 some programs had an attrition rate of over 30%. We believe the college’s attrition could be reduced by implementing some practical solutions, having some consistent practices throughout the college, and increasing accountability.

Over several meetings College Council discussed the issue of Student Retention. Members learned about strategies that are already in place, offered suggestions - both simple and complex - looked at some of the best practices around the college, and narrowed down our ideas for recommendation to SAC.

We offer the following recommendations, which are not prioritized, for the Senior Academic Committee’s consideration. These recommendations are general in nature, as we expect the people at the college with the expertise would develop the details of how these proposals could be implemented.

1. Establish a Consistent Exit Process for Withdrawal

   It is recognized that students leave RRC for a variety of reasons - some even leave because they have secured employment in their desired field prior to graduation. However, each term students withdraw because of poor academic performance, unsuitable training, family obligations, financial difficulties, etc. While many departments appear to know why their students withdraw, it is felt that there should be a college-wide process for tracking the reasons for withdrawal. The knowledge gained from a consistent exit process about why people leave would be invaluable when assessing how best to meet students’ needs.
It is also felt that the exit process would be an opportunity to offer help so people could return to RRC in the future. Studies show that 10-12% of students planning to drop out decide against doing so after being involved in an exit interview with a trained counsellor/academic advisor.

2. **Instructors, Chairs and Deans be Accountable for Reducing the Dropout Rate**

   This recommendation generated much debate by Council members, and it was recognized that most people would not be comfortable with their performance being judged based on their program’s dropout rate. It is not the intention of this recommendation to hold faculty responsible for the actions of their students, but there should be an expectation that each program be able to identify what strategies are being used to help their students reach graduation, who is responsible for implementing the strategies, and if the strategies are working. Each academic department should prepare an annual report on this subject, which would be distributed throughout the college.

3. **Enhance Orientation/Information Sessions**

   Orientation/information sessions would assist students to make informed decisions about their program choice and about their preparation for the program. Although many programs deliver orientation sessions to students upon entry, information sessions prior to entry would help students comprehend the demands of the post-secondary education they have chosen. The students would then adjust, in time, to meet the expectations of the program.

   College Council recommends that:
   - each program offer an information session for students prior to entry
   - each program encourage its new students to attend the program’s classes for a day prior to starting in the program
   - the student orientation at entry be a “welcome celebration” involving college students and staff to create a friendly, community atmosphere
   - each program offer a post-orientation session (perhaps two months after entry) since the students’ needs will have changed by then

4. **Review Entrance Requirements on an Ongoing Basis**

   This recommendation arose from suggestions that prospective students be pre-screened to a greater extent to ensure suitability for a program. However, Council members are aware of the College’s “first qualified/first served” open access admission policy and recognize that only admitting students who are more likely to succeed does not address the issue of helping all students become more successful.

   Council members agreed that all programs should review their entrance requirements on an ongoing basis to ensure that they realistically reflect the minimum knowledge, skills and abilities necessary to embark upon a course of study. Students with the appropriate background tend to remain longer in a program and are more likely to graduate.

5. **Course Credits, where Appropriate, be Transferable between Programs**

   It was felt that providing students with the option to transfer credits between programs, where appropriate, would allow those students who have decided to withdraw the
opportunity to enter another program and obtain credit for previous work. In addition, if students feel that they will fail a course, they should be advised to stay in the course and complete all requirements to receive an “Audit” credit. Students who have not failed a course could remain in the program and successfully complete other courses. The Academic Advisors would provide the necessary counselling.

6. Promote Greater Awareness by Students and Instructors of Available Support Services

Council members concluded that despite the increased efforts of the Student Services Department to inform people about services available, some students and instructors continue to be unaware of what types of assistance are available to students. There is an expectation that, when necessary, instructors would refer their students to the appropriate supports. College Council therefore recommends that efforts be made to increase the awareness and the use of available student services.

7. Mandatory Counseling/Presenting of Options to Students Experiencing Difficulty

As well as an increased awareness by instructors of available student supports, Council recommends that a process be implemented to ensure that each student who is experiencing difficulty is identified and provided with counselling and an opportunity to review his/her options.

8. Assign Faculty Advisors to Specific Groups of Students

Students’ access to a friendly, caring faculty influences student success. Faculty advising/mentoring would help students to feel connected to the faculty, program and college. Frequent contact with faculty outside the classroom not only increases social interaction but also enhances student academic integration.

College Council recommends that a system be developed to connect a faculty member to a small group of students to create a “mini learning community” within each program. Faculty should also receive credit for this work.

9. Conduct Individual Student Interviews Each Term

Instructor/student interviews to discuss student progress each term would provide an early warning of potential difficulties, as well as increase the success of students not experiencing difficulties.

10. Provide Additional Support Services for Students at No Charge

Council members are aware that support services offered by RRC are available to students at no cost. However, concern was expressed about the costs associated with certain external assessments that are done to identify learning disabilities. These costs could prohibit some students from identifying the assistance they need to continue their education at RRC.

College Council looks forward to the Senior Academic Committee’s response to its recommendations. The Council Executive would be happy to attend a SAC meeting to discuss these recommendations further.
Appendix 2: RRC Operational Plan 2004 – 2009

Student Retention Objectives
## 2.0 INCREASE STUDENT SUCCESS.

**Key Measures:**
- Graduate employment is high.
- Level of enrolments, retention, persistence and graduation are high.

| 2.1 Champion students to new levels of intellectual and personal achievement. | • Develop strategies to assist students through a student advising system. Ref. 2.4 | Dean, SS SAC | X | X | X | X | X |
| • Develop strategies to facilitate the transition to College life. Ref. 2.4 | Dean, SS SAC | X | X | X | X | X |
| • Assist in the reduction of financial barriers to college education. | Dean, SS Dir. Dev. | X | X | X | X | X |
| • Establish strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges. | Dean, SS SAC | X | X | X | X | X |
| • Establish systematic techniques to understand student needs, issues and priorities. | Dean, SS | X | X | X | X | X |
| • Establish a comprehensive Learning Assistance Centre. | Dean, SS | X | X |

<p>| 2.2 Develop and implement pre-enrolment activities. | • Continue proactively to work towards achieving a representative student population that reflects the diversity of the community served. | Dean, SS | X | X | X | X | X |
| • Continue to develop strong links with high school counsellors and students and implement a strategy to access teachers and parents. | Dean, SS | X | X | X | X | X |</p>
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<tr>
<th>2.0</th>
<th>INCREASE STUDENT SUCCESS. (continued)</th>
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<td>2.3</td>
<td>Implement a corporate system that is client focused and provides necessary student information from the point of student inquiry through to alumni status.</td>
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<td>• Continue to plan for the acquisition and/or enhanced development of the SIS to include e-commerce, web-enabled services such as admissions, registration, advising, financial aid, billing, payment, access to records and job placement. Ref. 6.2 and 6.4</td>
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<td>Dean, SS &amp; CTO</td>
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<td>2.4</td>
<td>Develop a comprehensive approach to increase student retention and success.</td>
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<td>• Develop longitudinal statistical reporting on student retention, persistence and attrition for each program.</td>
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<td>• Involve faculty, Student Services staff, College Council, students and program advisory committees in the development of student success strategies at the College wide and program level.</td>
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<td>VP Academic VP, PD Dir. RP Dean, SS</td>
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<td>• Measure and report on student success on an annual basis.</td>
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<td>VP Academic VP, PD Dir. RP</td>
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<td>• Develop strategies to implement curricula that are reflective of the diverse and evolving needs of Aboriginal students and communities.</td>
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<td>• Develop strategies to undertake a diversity research program.</td>
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<td>• Measure and report on the progress of the diversity initiative.</td>
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<td>• Develop and implement strategies and activities that support diversity and create learning environments to increase student success.</td>
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<td>• Enhance tutoring &amp; counselling services.</td>
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<td>• Develop a system to assist students-at-risk through a pilot project to identify students-at-risk and interventions to address risk factors.</td>
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<td>• Establish connections with student service units at Winnipeg universities to support joint programming students.</td>
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<th>2.5</th>
<th>Develop a job placement service for students.</th>
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<td>• Develop and implement strategies with business and industry to support recruitment and employment of college graduates.</td>
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<td>• Implement strategies to support students and graduates in obtaining employment.</td>
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<th>Assure that language proficiency is sufficient for academic success.</th>
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<td>• Implement a process to ensure that all students entering college programs are proficient in all language skills (listening, speaking, reading and writing).</td>
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<td>• Establish strategies to provide English language proficiency supports to students.</td>
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INTRODUCTION

Each student registered at Red River College becomes a member of the Red River College community. As a member of this community, each student is entitled to expect certain rights to be recognized by the College and the other members of the College community. In the same way, the College and other members of the College community are entitled to expect responsible behaviour from the individual student.

The Student Code of Rights and Responsibilities sets out these mutual expectations in order to promote the well being of the College community. The rights and responsibilities included in the Code are based on the values of learning, respect, inclusiveness, integrity, a healthy environment and contribution to community as defined in the Red River College Statement of Values.

The Code applies to all students registered at Red River College while attending college classes at any campus or location of Red River College including the on-line environment, or engaging in any College sponsored activity or event, including co-op, work experience, or clinical placements.

This Code is complementary to and in no way alters students’ rights or responsibilities under:

- The Canadian Charter of Rights and Freedoms
- the laws of Canada, Manitoba and local governments
- the Academic Integrity Policy of Red River College
- the Grade/Evaluation Policy of the College
- other Academic Policies of the College
- the Harassment Policy of the College
- the Acceptable Use of Computer Facilities Policy of the College
- the Disciplinary Appeals Policy (under review)
- other College policies
- agreements between sponsored students and the agency sponsoring such students.

POLICY

Part 1 – Student Rights

The rights of an individual who forms part of a community are never absolute. Consequently, the following rights of students are subject to the responsibilities outline in the Code and the applicable rules, regulations and policies of the College and the Red River College Students’ Association.
**Academic Rights**

Students have the right:

1.1 to have access to information on all College fees prior to the start of the program.

1.2 to have access to a timetable at the beginning of the program.

1.3 to be informed of the requirements for progression to the next term/semester.

1.4 to receive in writing at the beginning of each course, a course outline that includes:

   - learning outcomes
   - course objectives
   - list of textbooks and readings/supplementary materials
   - grading criteria/guidelines
   - the value for each assignment, project and test
   - opportunities for Prior Learning Assessment and Recognition
   - additional information and/or frequently asked questions.

1.5 to receive in writing information about assignments including due dates, the dates of text and exams and the expected standard for performance or quality of assignments.

1.6 to receive contact information for each course instructor including room number, College phone number, email address and office hours (where applicable).

1.7 to receive reasonable notice of any changes to the course such as objectives, grading system, assignments, assignment due dates, change of time/cancellation of a class, test/exam dates.

1.8 to obtain marked assignments and grades in a timely manner.

1.9 to be graded objectively on academic performance and to be protected by established procedures against prejudice or unreasonable evaluation.

1.10 to appeal grades and evaluations according to College Policy C15.

1.11 to have the opportunity to review one’s evaluated assignments, tests, exams and projects.

1.12 to withdraw from a course without academic penalty prior to the deadline date for Voluntary Withdrawal as defined for each program.

1.13 to receive a quality learning experience from instructors who are knowledgeable in their subject area, and skilled in instructional techniques.

**Non-Academic Rights**

Students have the right:

1.14 to express oneself individually or as a group, orally, electronically, and in print; and the right to publish and distribute views on campus, free from censorship or reprisal provided that these rights are exercised reasonably and in a manner consistent with the values of the Red River College community and Canadian society at large, with due regard for others and applicable laws, rules, regulations and policies.
1.15 to organize and take part in orderly student organized assemblies on campus, so long as such assemblies do not interfere with the regular activities of the College community and are not contrary to College rules and regulations.

1.16 to use College facilities and equipment within established College and departmental policies.

1.17 to elect and maintain a student government to organize and administer activities/affairs of students.

1.18 to work and learn in a safe and healthy environment.

1.19 to work and learn in a positive and respectful environment, free from any and all harassment. The student has a right not to be subjected to indignity or violence.

1.20 to the privacy of one’s official records and the right to personally examine such records, including the right to challenge the accuracy or presence of any entry on one’s records and the right to be notified, in writing, of adverse information being placed in one’s file. The student has a right to include written documents to his or her student record refuting the contents of documents of an adverse nature.

1.21 to expect that personal information will not be released to anyone outside the College without the prior written consent of the individual concerned or as allowed under the Freedom of Information and Protection of Privacy Act or as required by legal procedures. Any disclosure will comply with the appropriate provisions of the Act.

1.22 to have access to information on College services at the beginning of the program.

1.23 to have access to any approved College rule, regulation, policy, procedure or guidelines regarding College programs, courses, activities and services, as well as information regarding the consequences of breaching such rules, regulations, policies, procedures or guidelines.

1.24 to make, without fear of reprisal or retaliation, a responsible complaint to the appropriate College authority.

Part 2 – Student Responsibilities

The College recognizes that the privilege of pursuing an education includes the responsibility of all members of the College community to maintain high standards of conduct. The College shall treat students as adults who are capable of and responsible for conducting their affairs with courtesy and proper regard for the rights of others and of the College community. The College expects that students will conduct themselves honorably and maturely in pursuit of their academic goals and in accordance with College values and regulations. The following list of responsibilities is not exhaustive but reflects the general categories of responsibilities.

**Academic Responsibilities**

Students have the responsibility:

2.1 to obtain and understand information concerning course outlines and materials pertaining to courses, content, evaluation methods, program requirements and policies, academic progression regulations and graduation requirements.

2.2 to pay all fees and obtain course materials by the stated deadlines.
2.3 to obtain information and the procedures to be followed in the case of rescheduling or replacement of classes.

2.4 to attend class and observe requirements concerning attendance, punctuality and appropriate behaviour.

2.5 to submit assignments within the required deadlines, specified by the course instructor. If unable to do so, to seek instructor approval to make alternate arrangements in advance of the deadline.

2.6 to follow the approved policy and procedures to appeal grades and evaluations (Policy C15).

2.7 to submit only original or properly acknowledged work, knowing what plagiarism and other forms of cheating are, and knowing the consequences of engaging in plagiarism and other forms of cheating (Policy C7).

2.8 to assume responsibility for course work and assignments missed when absent. Participation in co-curricular activities, athletic events, field trips, etc., does not reduce academic responsibility.

2.9 to communicate with instructors, counselors, advisors, and staff in order to resolve problems.

2.10 to respect the rights of instructors and fellow students by conducting oneself appropriately in the classroom and abstain from any actions which disturb or disrupt the learning environment such as arriving late, using a cell phone, gaming, using foul language, etc. Should a student be disruptive or disrespectful, instructional and library staff has the right and obligation to exclude the student from the teaching/learning area.

Non-Academic Responsibilities

Students have the responsibility:

2.11 to use the following in a respectful manner and comply with policies, procedures and guidelines regarding their use:

- College computing resources (Policy A20)
- facilities (Policy E1)
- equipment (Policy E4)
- materials and services

2.12 to keep personal information in College records current and up-to-date by reporting name and address changes to Enrolment Services.

2.13 to treat all members of the College community in a respectful manner. Students have the responsibility to contribute to and maintain a respectful and accepting learning environment which is free from fear, harm, discrimination, harassment and intimidation (Policies A11, A12).

2.14 to refrain from making any frivolous and malicious complaints.

2.15 to comply with safety policies and regulations and to act in such a manner so as not to cause injury to oneself or others.

2.16 to contribute to a clean and safe College environment by taking reasonable care of any College property or facilities being used and leave such property or facilities in a state in which they may be enjoyed and used by other members of the College community.

2.17 to report to the appropriate authority any unsafe or unethical behaviour of others.
2.18 to conduct him or herself in a responsible manner. Any of the following shall constitute improper student conduct.

a. threatening to subject or subjecting any person, student or staff, to physical sexual or mental harassment, indignity, injury or violence.
b. obnoxious behaviour which may include using abusive or vulgar language, gestures and the like.
c. deliberately damaging facilities or unauthorized use/removal of property belonging to the College or the Students’ Association. This includes facilities rented for College or Students' Association sponsored activities.
d. theft of, or willful damage to, personal effects and property of students or staff.
e. neglecting workplace safety and health procedures or practices or the intentional creation of safety hazards.
f. bringing alcoholic beverages, except as permitted by College policy, illicit drugs and/or other intoxicants onto the campus or other College facilities for personal use or for use by others.
g. unauthorized use or unauthorized entry to College property.
h. participation in unauthorized or hazardous campus activities.
i. failure to observe College policies and to obey the lawful instructions of any College employee acting in the performance of his or her duty.
j. failure to obtain approval, permission or failure to follow procedure as required under College policies and regulations.
k. using College resources for personal or commercial purposes.

Breach of Policy

Incidents of improper student conduct or violation of a student’s rights will be dealt with according to the procedures outlined in the Disciplinary Appeals Policy – C16 (under review), or the Complaints Policy (under development).

Related Policies are available at [www.rrc.mb.ca/policies/policies.htm](http://www.rrc.mb.ca/policies/policies.htm) and in the Library.

A11 - Harassment Policy
A12 - Cultural and Racial Harmony and Equity Policy
A20 - Acceptable Use of Computer Facilities Policy
C7 - Academic Integrity Policy
C15 - Grade/Evaluation Appeal Policy
C16 - Disciplinary Appeals Policy (under review)
Ethical Principles in University Teaching

Preamble
The purpose of this document is to provide a set of basic ethical principles that define the professional responsibilities of university professors in their role as teacher.

Ethical principles are conceptualized here as general guidelines, ideals or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of university teaching.

The intent of this document is not to provide a list of ironclad rules, or a systematic code of conduct, along with prescribed penalties for infractions, that will automatically apply in all situations and govern all eventualities. Similarly, the intent is not to contradict the concept of academic freedom, but rather to describe ways in which academic freedom can be exercised in a responsible manner.

Finally, this document is intended only as a first approximation, or as food for thought, not necessarily as a final product that is ready for adoption in the absence of discussion and consideration of local needs.

Ethical Principles in University Teaching was developed by the Society for Teaching and Learning in Higher Education, and is endorsed by the winners of the national 3M teaching award whose names appear on the cover page. The document was created by individuals actively involved in university teaching, and will be distributed to university professors across Canada.

The Society for Teaching and Learning in Higher Education believes that implementation of an ethical code similar to that described herein will be advantageous to university teachers (e.g., in removing ambiguity concerning teaching responsibilities); and will contribute significantly to improvement of teaching. For these reasons, STLHE recommends that the document be discussed thoroughly at Canadian universities, with input from professors, students, and administrators, and that universities consider adopting or implementing ethical principles of teaching similar to those described in this document.

Principle 1: Content Competence
A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies.

This principle means that a teacher is responsible for maintaining (or acquiring) subject matter competence not only in areas of personal interest but in all areas relevant to course goals or objectives. Appropriateness of course content implies that what is actually taught in the course is consistent with stated course objectives and prepares students adequately for subsequent courses for which the present course is a prerequisite. Representative course content implies that for topics involving difference of opinion or interpretation, representative points of view are acknowledged and placed in perspective. Achievement of content competence requires that the teacher take active steps to be up-to-date in content areas relevant to his or her courses; to be informed of the content of prerequisite courses and of courses for which the teacher's course is prerequisite; and to provide adequate representation of important topic areas and points of view.

Specific examples of failure to fulfill the principle of content competence occur when an instructor teaches subjects for which she or he has an insufficient knowledge base, when an instructor misinterprets
research evidence to support a theory or social policy favored by the instructor, or when an instructor responsible for a prerequisite survey course teaches only those topics in which the instructor has a personal interest.

**Principle 2: Pedagogical Competence**

*A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.*

This principle implies that, in addition to knowing the subject matter, a teacher has adequate pedagogical knowledge and skills, including communication of objectives, selection of effective instructional methods, provision of practice and feedback opportunities, and accommodation of student diversity. If mastery of a certain skill (e.g., critical analysis, design of experiments) is part of the course objectives and will be considered in evaluation and grading of students, the teacher provides students with adequate opportunity to practice and receive feedback on that skill during the course. If learning styles differ significantly for different students or groups of students, the teacher is aware of these differences and, if feasible, varies her or his style of teaching accordingly.

To maintain pedagogical competence, and instructor takes active steps to stay current regarding teaching strategies that will help students learn relevant knowledge and skills and will provide equal educational opportunity for diverse groups. This might involve reading general or discipline-specific educational literature, attending workshops and conferences, or experimentation with alternative methods or teaching a given course or a specific group of students.

Specific examples of failure to fulfill the principle of pedagogical competence include using an instructional method or assessment method that is incongruent with the stated course objectives (e.g., using exams consisting solely of fact-memorization questions when the main objective of the course is to teach problem-solving skills); and failing to give students adequate opportunity to practice or learn skills that are included in the course objectives and will be tested on the final exam.

**Principle 3: Dealing With Sensitive Topics**

*Topics that students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way.*

Among other things, this principle means that the teacher acknowledges from the outset that a particular topic is sensitive, and explains why it is necessary to include it in the course syllabus. Also, the teacher identified his or her own perspective on the topic and compares it to alternative approaches or interpretations, thereby providing students with an understanding of the complexity of the issue and the difficulty of achieving a single objective conclusion. Finally, in order to provide a safe and open environment for class discussion, the teacher invites all students to state their position on the issue, sets ground rules for discussion, is respectful of students even when it is necessary to disagree, and encourages students to be respectful of one another.

As one example of a sensitive topic, analysis of certain poems written by John Donne can cause distress among students who perceive racial slurs embedded in the professor's interpretation, particularly if the latter is presented as the authoritative reading of the poem. As a result, some students may view the class as closed and exclusive rather than open and inclusive. A reasonable option is for the professor's analysis of the poem to be followed by an open class discussion of other possible interpretations and the pros and cons of each.

Another example of a sensitive topic occurs when a film depicting scenes of child abuse is shown, without forewarning, in a developmental psychology class. Assuming that such a film has a valid pedagogical role, student distress and discomfort can be minimized by warning students in advance of the content of
the film, explaining why it is included in the curriculum, and providing opportunities for students to discuss their reactions to the film.

**Principle 4: Student Development**

*The overriding responsibility of the teacher is to contribute to the intellectual development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.*

According to this principle, the teacher's most basic responsibility is to design instruction that facilitates learning and encourages autonomy and independent thinking in students, to treat students with respect and dignity, and to avoid actions that detract unjustifiably from student development. Failure to take responsibility for student development occurs when the teacher comes to class under-prepared, fails to design effective instruction, coerces students to adopt a particular value or point of view, or fails to discuss alternative theoretical interpretations (see also Principles 1, 2, and 3).

Less obvious examples of failure to take responsibility for student development can arise when teachers ignore the power differential between themselves and students and behave in ways that exploit or denigrate students. Such behaviors include sexual or racial discrimination; derogatory comments toward students; taking primary or sole authorship of a publication reporting research conceptualized, designed, and conducted by a student collaborator; failure to acknowledge academic or intellectual debts to students; and assigning research work to students that serves the ends of the teacher but is unrelated to the educational goals of the course.

In some cases, the teacher's responsibility to contribute to student development can come into conflict with responsibilities to other agencies, such as the university, the academic discipline, or society as a whole. This can happen, for example, when a marginal student requests a letter of reference in support of advanced education, or when a student with learning disabilities requests accommodations that require modification of normal grading standards or graduation requirements. There are no hard and fast rules that govern situations such as these. The teacher must weigh all conflicting responsibilities, possibly consult with other individuals, and come to a reasoned decision.

**Principle 5: Dual Relationships With Students**

*To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.*

This principle means that it is the responsibility of the teacher to keep relationships with students focused on pedagogical goals and academic requirements. The most obvious example of a dual relationship that is likely to impair teacher objectivity and/or detract from student development is any form of sexual or close personal relationship with a current student. Other potentially problematic dual relationships include: accepting a teaching (or grading) role with respect to a member of one's immediate family, a close friend, or an individual who is also a client, patient, or business partner; excessive socializing with students outside of class, either individually or as a group; lending money to or borrowing money from students; giving gifts to or accepting gifts from students; and introducing a course requirement that students participate in a political movement advocated by the instructor. Even if the teacher believes that she or he is maintaining objectivity in situations such as these, the perception of favoritism on the part of other students is as educationally disastrous as actual favoritism or unfairness. If a teacher does become involved in a dual relationship with a student, despite efforts to the contrary, it is the responsibility of the teacher to notify his or her supervisor of the situation as soon as possible, so that alternative arrangements can be made for supervision or evaluation of the student. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the classroom, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the teacher to prevent these risks from materializing into real or perceived conflicts of interest.
Principle 6: Confidentiality

Student grades, attendance records, and private communications are treated as confidential materials, and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.

This principle suggests that students are entitled to the same level of confidentiality in their relationships with teachers as would exist in a lawyer-client or doctor-patient relationship. Violation of confidentiality in the teacher-student relationship can cause students to distrust teachers and to show decreased academic motivation. Whatever rules or policies are followed with respect to confidentiality of student records, these should be disclosed in full to students at the beginning of the academic term.

In the absence of adequate grounds (i.e., student consent, legitimate purpose, or benefit to student) any of the following could be construed as a violation of confidentiality: providing student academic records to a potential employer, researcher, or private investigator; discussing a student's grades or academic problems with another faculty member; and using privately communicated student experiences as teaching or research materials. Similarly, leaving graded student papers or exams in a pile outside one's office makes it possible for any student to determine any other student's grade and thus fails to protect the confidentiality of individual student grades. This problem can be avoided by having students pick up their papers individually during office hours, or by returning papers with no identifying information or grade visible on the cover page.

Principle 7: Respect For Colleagues

A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.

This principle means that in interactions among colleagues with respect to teaching, the overriding concern is the development of students. Disagreements between colleagues relating to teaching are settled privately, if possible, with no harm to student development. If a teacher suspects that a colleague has shown incompetence or ethical violations in teaching, the teacher takes responsibility for investigating the matter thoroughly and consulting privately with the colleague before taking further action.

A specific example of failure to show respect for colleagues occurs when a teacher makes unwarranted derogatory comments in the classroom about the competence of another teacher...for example, Professor A tells students that information provided to them last year by Professor B is of no use and will be replaced by information from Professor A in the course at hand. Other examples of failure to uphold this principle would be for a curriculum committee to refuse to require courses in other departments that compete with their own department for student enrolment; or for Professor X to refuse a student permission to take a course from Professor Y, who is disliked by Professor X, even though the course would be useful to the student.

Principle 8: Valid Assessment of Students

Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.

This principle means that the teacher is aware of research (including personal or self-reflective research) on the advantages and disadvantages of alternative methods of assessment, and based on this knowledge, the teacher selects assessment techniques that are consistent with the objectives of the course and at the same time are as reliable and valid as possible. Furthermore, assessment procedures and grading standards are communicated clearly to students at the beginning of the course, and except in rare circumstances, there is no deviation from the announced procedures. Student exams, papers, and assignments are graded carefully and fairly through the use of a rational marking system that can be communicated to students. By means appropriate for the size of the class, students are provided with prompt and accurate feedback on their performance at regular intervals throughout the course, plus an
explanation as to how their work was graded, and constructive suggestions as to how to improve their standing in the course. In a similar vein, teachers are fair and objective in writing letters of reference for students.

One example of an ethically questionable assessment practice is to grade students on skills that were not part of the announced course objectives and/or were not allocated adequate practice opportunity during the course. If students are expected to demonstrate critical inquiry skills on the final exam, they should have been given the opportunity to develop critical inquiry skills during the course. Another violation of valid assessment occurs when faculty members teaching two different sections of the same course use drastically different assessment procedures or grading standards, such that the same level of student performance earns significantly different final grades in the two sections.

**Principle 9: Respect for the Institution**

*In the interests of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.*

This principle implies that a teacher shares a collective responsibility to work for the good of the university as a whole, to uphold the educational goals and standards of the university, and to abide by university policies and regulations pertaining to the education of students.

Specific examples of failure to uphold the principle of respect for institution include engaging in excessive work activity outside the university that conflicts with university teaching responsibilities; and being unaware of or ignoring valid university regulations on provision of course outlines, scheduling of exams, or academic misconduct.

**References**

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### Appendix 5: RRC Policy F9 – Conflict of Interest

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**Red River Community College**

**POLICIES & PROCEDURES**

**TITLE:** CONFLICT OF INTEREST

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**PURPOSE**

To set out guidelines respecting conflict of interest which will serve to safeguard the public interest by providing clear standards of employee conduct. These guidelines and their application are intended to assist in preventing employees from using, or appearing to use, their employment for private gain.

**DESCRIPTION**

1. **Policy Statement**
   
   a) The College supports the right of employees to be involved in community projects and activities as citizens of the community.
   
   b) Notwithstanding this principle, employees should bear in mind that public institutions are entrusted with the protection of the public interest in many significant areas of our society. In view of the importance of this trust, it is essential that employees maintain high standards of honesty, integrity, impartiality and conduct. Employees must be constantly aware of the need to avoid situations which might result in actual or apparent misconduct or conflicts of interest, and to conduct themselves accordingly.
   
   c) For these reasons, employees shall at all times abide by the standards of official and personal conduct set forth in this policy.
   
   d) The provisions herein are in addition to and in no way derogate from the provisions of the Acts, any other statute, rule or statement which applies to employees of the College.

2. **General Principles**

   Whether or not specifically prohibited by these rules, employees should avoid acting in any manner which might result in or create the appearance of using their employment for private gain.
   
   a) Employees shall not engage directly or indirectly in any personal business transaction or private arrangement for personal profit which accrues from or is based upon their official position or authority or upon confidential or non-public information which they gain by reason of such position or authority.
b) Employees shall not divulge confidential or restricted information to any unauthorized person or release such information in advance of authorization for its release.

c) Employees shall not act in any official matter where there is a personal interest which is incompatible with an unbiased exercise of official judgement.

d) Employees shall not have direct or indirect personal business or financial activities which conflict with their official duties and responsibilities.

e) Employees shall not place themselves in a position where they are under obligation to any person or organization who might benefit from improper consideration or favour on their part or seek in any way to gain improper treatment from them in the discharge of their official duties and responsibilities.


a) Employees are responsible to disclose to their senior division manager or the Director, Human Resource Services any situation or matter where they have a conflict of interest or the foreseeable potential for a conflict of interest.

b) Employees who wish to obtain clarification from the College when a situation arises that may appear to conflict with this policy may request such a clarification from their senior division manager or Human Resource Services.

Employees will thereafter be advised of the steps, if any, that must be taken to avoid a conflict of interest with their duties.

4. Application/Implementation

a) The policy applies to all College staff. Accordingly, employees are required to disclose any conflict of interest which currently affects them, even if the origin of the situation or interest predates the policy.

b) The following procedures are necessary relative to policy implementation and the "staffing" process:

i) All employees are to be made aware of this policy upon initial appointment, including those occasions where an appointment is the result of a promotion and/or transfer to another position.

ii) "Offers of employment" should, in addition to other relevant employment information, include reference to this policy and the requirement for disclosure of potential conflicts of interest as related to the job being offered.

iii) Successful candidates should be requested to disclose any potential conflict of interest which may relate to the position of employment they are seeking. Where a successful candidate discloses potential areas of conflict of interest, the College should take steps to resolve the situation with the prospective employee prior to final confirmation of the employment offer.

iv) Notwithstanding these procedures, new and current employees are expected to make themselves aware of the provisions and requirements of this policy. To support this expectation, the College will publish the policy and ensure that copies are readily available to employees on request.
5. Disclosure Statements
   a) Formal disclosure statements are to be made in writing by the employee and addressed as "confidential" to their senior division manager or the Director, Human Resource Services.
   b) Informal discussion and resolution of minor, momentary or isolated conflict of interest situations should continue at the workplace between the employee and the immediate manager. If such situations cannot be resolved at the local level, a formal disclosure statement should be made to the senior division manager or the Director, Human Resource Services.
   c) All disclosure statements are to be treated with strict confidentiality.

6. Disciplinary Action
   a) Departure from any of the rules pertaining to this policy by employees without the specific prior approval of appropriate College management as defined in this policy, may be cause for disciplinary action.
   b) In instances where an employee is disciplined by reason of departure from this policy or because of misconduct relating to conflict of interest, the disciplinary action taken may be subject to the grievance and/or arbitration or appeal process.

7. Dispute Resolution/Appeals
   a) An employee who disputes the application of this policy may appeal to the College President.
   b) The employee, at his/her option, may have a representative at the appeal.

NOTE: Application of the guidelines respecting conflict of interest is neither grievable nor arbitrable.

__________________________  ________________
Date                      President
PURPOSE

To provide direction in responding to requests for information under the Freedom of Information and Protection of Privacy Act (FIPPA).

INTRODUCTION

Manitoba has had access to government information legislation since The Freedom of Information Act was proclaimed in 1988. That Act provided for access to records held by the Manitoba Government and Crown agencies, subject to certain exemptions, with the Office of the Ombudsman and the Court of Queen’s Bench serving as the review and final decision-making mechanisms. It provided limited protection for personal information by treating third party personal information as an exemption to access. However, it lacked a full scheme of protection for all personal information collected, stored, used and disclosed by the government, which is clearly necessary in the electronic information age. Moreover, the access and privacy rights in that Act were limited to records held by the Manitoba Government and Crown agencies and did not apply to other public bodies in the province.

To address these issues, a public consultation process and extensive research on similar legislation in other Canadian jurisdictions and other countries was undertaken. As a result, The Freedom of Information and Protection of Privacy Act (FIPPA) was drafted and proclaimed for Manitoba government departments and government agencies on May 4, 1998. Red River College is considered to be an agency of government under this Act.
PURPOSES OF FIPPA

- To allow any person a right of access to records\(^1\) in the custody or under the control of public bodies\(^2\), subject to the limited and specific exceptions set out in this Act;

\(^{1}\) a record is defined as “a record of information in any form”
\(^{2}\) a public body is defined as “an agency of Government.” For purposes of this Act, Red River College is considered to be an agency of Government

- To allow individuals a right of access to records containing personal information about themselves in the custody or under the control of public bodies, subject to the limited and specific exceptions set out in this Act;
- To allow individuals a right to request corrections to records containing personal information about themselves in the custody or under the control of public bodies;
- To control the manner in which public bodies may collect personal information from individuals and to protect individuals against unauthorized use or disclosure of personal information by public bodies; and
- To provide for an independent review of the decisions of public bodies under this Act.

FIPPA states that the Act applies to “all records in the custody or under the control of a public body” with certain exceptions.

DELEGATION OF AUTHORITY

Under Section 81 of FIPPA, the Access and Privacy Officer for a government agency is “any employee of the public body to whom the head (College President) has delegated a duty or power.” The College President has delegated this duty to the Vice-President of Administrative Affairs.

Each government agency is required to appoint an employee as an Access and Privacy Coordinator who is “responsible for receiving applications for access to records and for the day-to-day administration of the Act.” The College Access and Privacy Coordinator is the Assistant to the Vice-President Academic.

Each government agency requires a Records Officer to ensure that records and information held by the organization are managed efficiently, effectively and in accordance with statutory requirements and policies. The Records Officer is the central administrator of the records management program of the organization and functions as a point of accountability for records keeping and information-handling practices. In the administration of FIPPA, the Records Officer will be required to assist the Access and Privacy Coordinator with identification and location of requested records and with updating the Access and Privacy Directory.

The Director of Materials Management is designated as the College Records Officer.

PROCEDURES

1. College staff should be aware that any requests for information may be subject to FIPPA guidelines. Therefore, requests from College staff about interpretation of the Act should be directed to the Access and Privacy Coordinator in Room C-720A (phone 632-2498).

2. All formal requests under the Freedom of Information and Protection of Privacy Act must be directed immediately to the Access and Privacy Coordinator who will date stamp and enter the requests in a tracking registry log. It is the coordinator’s responsibility to monitor the status of all applications received to ensure the 30-day timeframe is met.
3. Applications must be made on an “Application for Access” form (PS-f-191) which is available from the Access and Privacy Coordinator, Room C-720A.

4. Once the Access and Privacy Coordinator determines if access can be granted or denied, and which area of the College will be responsible for providing information to respond to the request, the Access and Privacy Coordinator must determine whether protection of privacy sections of the Act need to be applied and/or decide whether more information is needed to process the request.

_________________________  __________________________
Date                                             President
Relevant Policies / Legislation:

- Manitoba Human Rights Act
- Freedom of Information and Protection and Privacy Act
- RRC Student Discipline Appeals Policy (C16)
- RRC Grievance Procedure (Section 48:01 – 48:10 MGEU)

1. POLICY

1.1 The College is committed to providing a respectful College environment, free from harassment and discrimination, in which employees and students are treated with respect and dignity.

1.2 The College will not condone or tolerate disrespectful behavior or harassment in any form, whether it occurs on College property or in relation to College activities.

1.3 The College will act promptly to examine and resolve any form of harassment, discrimination and any disrespectful behavior that comes forward, either through formal or informal means.

1.4 The College is under the jurisdiction of the Manitoba Human Rights Code (MHRC) and, as such, all employees, students and clients must comply with the said legislation which prohibits harassment. It should be noted that this policy includes other forms of Harassment not included in the MHRC.

2. DEFINITIONS

2.1 Whether conduct is considered disrespectful behavior, conflict or harassment varies depending on the circumstances of a particular case. There is not a single exhaustive definition of these terms.

2.2 Harassment takes on many forms but can generally be defined as unwelcome, inappropriate, demeaning or otherwise offensive behavior directed at a person or group of persons thus creating an uncomfortable, hostile and/or intimidating work and/or learning environment.
2.3 For the purpose of this policy, manager/supervisor is defined as the individual who oversees the day-to-day duties of an employee. Management is also used to refer to the hierarchal "next level" who oversees the day-to-day duties of the identified manager/supervisor.

2.5 Harassment includes:

2.4.1. conduct that is offensive which may include, but is not limited to leering, degrading remarks, threats, intimidation, jokes or taunting, insulting gestures, displays of offensive pictures or materials, unwelcome enquires or comments about someone’s personal life, physical contact e.g., touching, patting, assault.

2.4.2 sexual harassment, which includes any conduct, comment, gesture, or contact of a sexual nature that might reasonably be expected to offend or humiliate a person, or be perceived as placing a condition of a sexual nature on any aspect of employment and/or academic success.

2.4.3 abuse of authority which is the improper use of power and authority to endanger, undermine, threaten, interfere with, or influence an employee’s job, the performance of that job, the economic livelihood of the employee, or that employee’s career or a student’s academic success or learning environment.

3. The following do not constitute harassment:

3.1 the proper use of authority by a manager/supervisor responsible for functions such as (but not limited to) performance appraisals, discipline, and directing the work of an employee. An employee dissatisfied with the exercise of authority should deal with their concerns through other venues such as informal resolution, alternate dispute resolution, and in the last instance, the grievance process.

3.2 the proper use of legitimate authority by an instructor in exercising duties pertaining to determining grades, identifying and preventing inappropriate classroom behavior, and recommending discipline.

3.3 workplace conflict, which refers to interpersonal conflict arising between two or more employees which impacts negatively, or has the potential to impact negatively, on the effective functioning of the work unit. Common workplace conflicts, which do not constitute harassment, may be based on differences in expectations, misunderstandings, prolonged thoughtlessness, poor communication or personality conflicts.

To Whom and Where the Policy Applies

4. This policy applies to all employees, contractors, students and clients of the College, and is intended to pertain to any incident of harassment at any location where business of the College is being carried out, including but not limited to student co-op and work placements.
Responsibilities

5. All staff, students, contractors and clients of the College are responsible for ensuring that the College environment is free from harassment. All staff, students and clients are responsible for understanding and applying the policy in good faith.

5.1 All Supervisors, Chairs, Managers, Directors and Deans, as well as the Vice-Presidents and President are specifically responsible for creating and maintaining a College environment that is harassment free. This includes ensuring that the harassment policy is accessible and communicated to all employees, students and clients.

5.2 Management is responsible for encouraging, supporting and providing training and the resources necessary for employees with supervising responsibilities to fulfill their roles with respect to this policy.

5.3 Managers and supervisors are responsible for ensuring that harassment or disrespectful behavior is not allowed, condoned, or ignored and may be considered party to harassment if they fail to take corrective action. This includes taking preventive action to avert the development, escalation, or recurrence of harassment within their areas of responsibility.

COMPLAINT PROCESS

Seeking Assistance

6. The Respectful College Officer is the first formal point of contact in allegations of harassment and provides a confidential advisory/information service to persons with questions or concerns about harassment, or those wishing to file a complaint.

The Respectful College Officer does not act as an advocate for any party to a complaint under this policy but shall act as an advocate for the Policy.

7. Employees may seek assistance for filing a complaint from the Respectful College Officer, a manager or supervisor, MGEU staff representative or local steward, Employee Assistance Program Officer or Human Resource Officer.

7.1 Students may seek assistance from the Respectful College Officer, Students’ Association, Aboriginal Community Liaison Officer, Academic Advisors, the Chair, the Dean, the Dean of Student Services and the Diversity Manager.

7.2 Regardless of who is approached, the relevant person will, as soon as reasonably possible, bring the complaint to the attention to the Respectful College Officer.

8. INFORMAL RESOLUTIONS

The conflict resolution process is an informal process where the complainant and respondent attempt to resolve the situation and find a mutually agreeable solution. The conflict resolution process includes but is not limited to the following:

Item 8.1 and 8.3 shall be initiated within fifteen (15) working days upon receipt of the complaint and implemented in a timely manner.

8.1 A generic approach allows a supervisor/manager/instructor/dean who becomes aware of a situation, either by complaint or by personal observation, to implement general steps to address behavior. These steps may include: discussions at routine staff meetings or beginning of class, wherein it is emphasized that certain behaviour is
unacceptable; training surrounding what constitutes a respectful college community; private discussion with the person exhibiting the offensive behavior indicating that his/her behavior is inappropriate.

8.2 The **direct approach** allows person to person negotiation. The direct approach may be from complainant to respondent or bystander to respondent, in person, by letter, alone, or with a colleague. The person whose behavior is offensive is approached, the offensive behavior is identified to the respondent, and the respondent is asked to stop. The complainant may choose to contact the Respectful College Officer to seek advice on how to approach the respondent.

8.3 **Mediation** allows a qualified mediator to assist the complainant and respondent, in a structured process, to find a mutually agreeable solution. The mediator has no decision-making power; her/his role is to help both parties to find a solution that is acceptable to both.

8.4 At any point during the **informal resolution process**, the complainant has the option to proceed to formal resolution.

**FORMAL RESOLUTION**

**STEP 1**

9. A complaint of harassment should be made within one year of the alleged harassment. In exceptional circumstances, the time limitation may be extended at the direction of the President. The complainant may seek advice or file a complaint with the Manitoba Human Rights Commission at any point in the complaint process.

9.1 A formal complaint will be initiated in writing and must clearly set out the particulars of the alleged harassment. The complainant should use the Formal Complaint Forms that are available from the Respectful College Officer, the Dean of Student Services, the Human Resource Department, or the Student Service Centre. Forms are also available for staff on public folders. If needed, the Respectful College Officer will assist the complainant in filling out the complaint form.

9.2 A formal complaint must be brought to the immediate attention of one of the following.

- in the case of employees: the Respectful College Officer, the immediate supervisor (if the immediate supervisor is the alleged harasser, the next supervisor in the organizational hierarchy), the Dean of Student Services, or the appropriate Human Resource Officer.

  If the respondent is an employee the relevant Human Resource Officer should be notified.

- in the case of students: if the respondent is a student the Respectful College Officer, the Department Chair or Dean, or the Dean of Student Services.

  If the respondent is a student, the Dean of Student Services should be notified.

- anyone other than the Respectful College Officer who receives the complaint will bring the complaint to the immediate attention to the Respectful College Officer.

10. The complainant has the responsibility to immediately make known that she/he is offended and identify the offensive behavior to the alleged harasser, either directly or through one of the persons identified in 9.2.
11. A complainant has the right to:

11.1 file a complaint and to obtain a review of his/her complaint in a fair and timely manner, without fear of embarrassment or reprisals;

11.2 be accompanied by a person of his/her choice for moral support during any proceedings related to the complaint;

11.3 ensure a written complaint is not placed on his/her departmental personnel file unless the complaint has been found to be malicious or frivolous.

12. A respondent has the right to:

12.1 be informed immediately that a complaint has been filed;

12.2 be accompanied by a person of his/her choice for moral support during any proceedings relating to the investigation of the complaint;

12.3 ensure a written complaint is not placed on his/her departmental personnel file unless disciplinary action has been taken.

STEP 2

13. Upon receipt of a formal complaint:

13.1 a determination will be made by the Respectful College Officer as to whether the complaint is one of conflict, exercise of legitimate authority, disrespectful behavior or harassment.

13.2 If it is determined that a complaint is not that of harassment, the relevant Human Resource Officer will be notified. If the complaint was made by a student, the Dean, Student Services, will be notified. The relevant manager/Dean will act to resolve the issues giving rise to the complaint in a timely manner.

14. If it is determined that the complaint is one of harassment, the complainant should be given the option to attempt informal (Article 8) versus formal resolution (Article 10).

15. A Harassment Complaint file will be opened upon receipt of a formal complaint and the Human Resource Department (in the case of employee involvement), and/or the Dean of Student Services (in the case of student involvement) will be notified.

15.1 The Respectful College Officer will acknowledge receipt of the complaint, in writing, to the complainant as soon as reasonably possible.

15.2 The Respectful College Officer will provide the alleged harasser with a copy of the allegations of the complaint within ten (10) working days of receiving the complaint.

15.3 The Respectful College Officer will inform both parties of their rights and responsibilities and the process that will be followed.

STEP 3

16. If it is determined that a formal investigation is required, the following process will be followed.
16.1 The Respectful College Officer is responsible for conducting the formal investigation, where it is deemed necessary, and where the Respectful College Officer has acted in the informal resolution stage, a different investigator may be assigned to conduct the investigation.

16.2 If an investigator other than the Respectful College Officer is investigating the complaint, there should be no conflict of interest or perception of conflict of interest on the part of the investigator assigned.

16.3 If necessary, through consultation with division senior management and the complainant, the parties involved may be separated until the investigation is completed.

17. Within five (5) working days of determining if a formal investigation is warranted, the Respectful College Officer shall begin the investigation.

18. Within twenty (20) working days of initiation of the investigation, the Respectful College Officer will meet with the complainant(s), the respondent(s), the Department Manager(s), and a Human Resource representative (for complaints involving employees) and/or the Dean of Student Services (for complaints involving students) to present and discuss the findings and conclusions of the investigation. Separate meetings may be convened if necessary. All parties have a right to be represented.

19. The Respectful College Officer will provide a report in writing to the complainant and the respondent, the Department Manager, the President, the Human Resource Department and the Dean of Student Services (for complaints involving students). The report will include (but not be limited to) a summary of the complaint and the results of the investigation.

20. Where delays occur due to unforeseen occurrences (e.g., absences or vacation leave of persons who need to be interviewed) stated time frames may be extended at the discretion of the President and/or designate.

21. Monitoring

To ensure the complaint was adequately addressed, the complainant and respondent will be contacted by the Respectful College Officer six (6) months after the resolution to confirm that both parties have followed any agreed upon actions and are satisfied with the resolution process of the complaint.

22. Confidentiality and Records

Confidentiality of the persons involved in an investigation shall be maintained as appropriate to protect both the complainant(s) and respondent(s) against unsubstantiated claims which might result in harmful or malicious gossip.

22.1 It must be recognized that, to the extent that the parties choose to initiate proceedings or make comments to others in the workplace, confidentiality cannot be guaranteed.

22.2 The manner in which information is collected, used and retained is subject to the Freedom of Information and Protection of Privacy Act (FIPPA).

23. Anonymous Complaints

In circumstances where the complaint is an individual or a group of people forwarding an anonymous complaint, the complaint should be brought to the attention of the Respectful College
24. **Frivolous or malicious complaints**

Where it has been determined that a complaint has been made for frivolous and/or malicious reasons, disciplinary action may be taken against the complainant.

25. **Appeals**

Disciplinary action taken resulting from a harassment complaint can be appealed in accordance with the following.

25.1 Students may appeal by way of the College’s “Disciplinary Appeals Policy;”

25.2 MGEU members may appeal by way of the provisions of the Collective Agreement;

25.3 Excluded staff may appeal by way of the Excluded Staff Provisions;

25.4 College clients may appeal by way of the office of the President.

26. **Presentation and Education**

All members of the College community play an essential role in creating and maintaining a respectful workplace environment. Under this policy, the College will provide:

26.1 orientation of the policy to managers/supervisors that includes information about complaint procedures and the managers/supervisors’ responsibilities;

26.2 training to managers/supervisors in how to deal with and prevent harassment; and

26.3 educational opportunities for students and staff that raise awareness about the Policy and about creating and maintaining a respectful College.
PURPOSE

Academic integrity is critical in a learning environment and a fundamental core value of an academic institution. All learners of the Red River College community shall conduct their academic work with honesty and integrity.

The College has the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each learner. Acts of academic dishonesty make it impossible to fulfill this responsibility and weaken the college community. Academic dishonesty in any form is unacceptable to the College, and to the public to whom the College is accountable.

GUIDELINES FOR ACADEMIC INTEGRITY

Instructors have the primary responsibility to ensure that academic honesty is maintained in their academic activities

Learners assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

1. Learners must do their own work and submit only their own work, unless otherwise permitted by the instructor.

2. Learners may benefit from working in groups. They may collaborate or cooperate with other learners on graded assignments or examinations only as directed by the instructor.

3. Learners must follow all written and/or verbal instructions given by instructors or designated college representatives prior to taking examinations, placement assessments, test, quizzes, and evaluations.

4. Learners are responsible for adhering to course requirements as specified by the instructor in the course outline/syllabus.
Forms of Academic Dishonesty

**Plagiarism**: using words, ideas, data, or product without appropriate acknowledgement, such as copying or presenting the words, ideas, theories of another person as one’s own or working jointly on a project and then submitting it as one’s own.

**Cheating**: the use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a learner attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration.

**Fabrication**: intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

**Collusion**: assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one’s own benefit.

**Academic Misconduct**: the intentional violation of college academic policies, such as tampering with grades; misrepresenting one’s identity, or taking part in obtaining or distributing any part of a test or any information about the test.

**PENALTIES**

**Minor offences** may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violations. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. Examples include failure to footnote or give proper acknowledgement in an extremely limited section of an assignment; or working with another student on an out-of-class or laboratory assignment when such work is prohibited.

**Penalties**: If a learner is found guilty of a minor violation of academic integrity, an instructor will impose one or a combination of the following penalties:

1) a verbal or written warning
2) a make-up assignment

**Major offences** are characterized by dishonesty of a more serious character or which affects a more significant aspect or portion of the course work. Examples include cheating on tests or exams, misrepresentation of substantial and significant portions of written work, presenting another’s work as one’s own, and other significant acts of academic dishonesty as outlined above.

**Penalties**: If a learner is found guilty of a major violation of academic integrity, the following sanctions will be imposed by the faculty member with the approval of the Chair/Program Officer:

a) a grade of F or 0% will be assigned on the test, assignment, or exam on which the academic dishonesty occurred.

b) a written warning regarding the implications of any further academic misconduct will be sent to the student.

If a learner is found guilty of a second major violation of academic integrity, he or she will receive an F grade or 0% in the course in which the academic misconduct has occurred, and will be suspended from the college for a period of six months from the effective date of suspension.
Falsifying Academic Credentials

A person falsifying or altering transcripts or academic records, or submitting false academic credentials to enter a program will be denied entry into the program. If the individual is already a learner at the college, an appropriate penalty will be assessed by a committee consisting of the Registrar, the Dean of the relevant academic division/Director, Continuing Education, and the Chair/Program Officer of the relevant program.

Appeals

A learner may appeal a decision or penalty under the Academic Integrity policy according to the College Disciplinary Appeals Policy.

Procedures

1. The instructor observing or investigating the apparent act of academic dishonesty documents the commission of the act, by completing the Report of Academic Dishonesty.

2. The instructor collects evidence as appropriate. For example, photocopying the plagiarized assignment and creating a paper trail of all that occurs after the alleged act of academic dishonesty. The evidence may include various samples of the learner’s work showing a radical disparity in style or ability. An invigilator, who is not the instructor of the course for which the exam is being written, will complete the Report of Academic Dishonesty Form, and forward the report to the instructor responsible for the course.

3. The instructor provides the learner an opportunity to explain the incident. The instructor explains to the student the procedures and penalties for academic dishonesty and gives the student a copy of the Red River College Academic Integrity Policy.

4. If the offence is a minor one as defined above, the instructor will impose an appropriate penalty in keeping with the policy.

5. If the offence is a major one as defined above, the instructor, with the approval of the Chair/Program Officer, will assign a grade of “F” or 0% to the affected work.

6. The instructor will ask the learner to read and sign the completed Academic Dishonesty Report Form. If the learner is unwilling to sign, this should be noted on the report. The instructor will forward the form to the Program Chair/Program Officer.

7. The Chair/Program Officer will send a written notice to the learner regarding the implications of any further academic misconduct. The Chair/Program Officer will forward a copy of the notice and the Academic Dishonesty Report Form to the Registrar.

8. In the case of a second major offense, the instructor, with the approval of the Chair/Program Officer, will assign an “F” or “0%” for the course in which the academic conduct occurred and follows the process outlined in number 6. The Chair/Program Officer will review the documentation and the penalty and recommend to the dean that the learner be suspended from the College for a specific period. The Dean/Director, Continuing Education will send a letter to the learner indicating that in addition to the failure in the course he or she is suspended from the College for a specified period. A copy of the report and the letter will be sent to the Registrar. A statement indicating that the student is on academic suspension will be placed on the transcript. This statement will be removed at the end of the specified period.

9. The Registrar will maintain a record of each offence in the notes field of Personal Details on the learner’s electronic file. The Registrar will retain copies of the Academic Dishonesty Report form,
notices regarding implications of further academic misconduct and letters of suspension in the learner’s paper file according to the record retention schedule of Enrolment Services.

Related Policies:

A9 - Intellectual Property and Copyright
INTRODUCTION

Red River College recognizes that, from time to time, a learner may be dissatisfied with a grade or evaluation and may wish to appeal it. For these reasons, Red River College provides an appeal process through which learners may address these and similar issues.

POLICY

Grounds for the Appeal of Grades/Evaluations

Learners may appeal a grade if they have reason to believe any of the following:

1. The grade/evaluation has been miscalculated.
2. Not all the required components were considered in rendering the grade/evaluation.
3. The grading criteria were unclear, inconsistent or vague.
4. The evaluation/grading criteria or the value of the assignment/question was not specified.
5. An academic deadline was missed due to extenuating circumstances.

Instructors' Responsibilities for Grading and Evaluating

1. Learners shall be advised in the course outline of the course requirements (tests, exams, fieldwork, practica) as follows:
   1.1 what the course requirements are and what each is worth;
   1.2 how each requirement is evaluated;
   1.3 what penalties are assigned when requirements are submitted late; and
   1.4 what consequences are assigned for unsatisfactory performance.

2. Tests, exams, assignments, etc., shall be graded and evaluated impartially, fairly and appropriately.

3. Graded/evaluated assignments shall be returned to learners, unless stated otherwise in advance by the instructor.

4. Tests, assignments, etc., shall be graded and returned within a reasonable length of time such that learners' performance on forthcoming subject matter is not jeopardized.
Learner Responsibility

Learners shall ensure that they clearly understand how they will be evaluated in each course as listed in 1.1 to 1.4 above.

If the requirements as listed in 1.1 to 1.4 have been provided, ignorance of these requirements cannot be used as grounds for appeal.

Viewing of Tests and Exams

For tests and exams not returned, a learner shall be allowed to view a test or exam within 5 working days of receiving the grade for that test or exam. Such viewing will be supervised.

APPEAL PROCEDURES

Support and Advocacy

College Academic Advisors provide information on academic policies and appeal procedures and assist learners in arriving at informed decisions regarding their appeal by exploring with them the full dimension of the problem. College Academic Advisors are available to assist learners with the appeal process including the completion of the appeal form.

The Students’ Association office can provide the learner with support and advocacy service throughout the informal and formal appeal process.

Informal Appeal

If a learner is dissatisfied with a grade or evaluation, he or she must first contact the instructor to discuss the disputed grade/evaluation and, with the instructor, attempt to resolve the dispute.

The learner must complete the informal appeal within 5 working days of receiving the grade/evaluation in question.

Informal resolution of the concern must be attempted first before a formal grade appeal will be considered.

Formal Appeal

Stage 1 - Written appeal to the Chair

If the informal appeal process does not resolve the matter to the learner’s satisfaction, the learner may initiate a formal appeal to the Chair of the applicable department within 5 working days of completing the informal appeal process.

The learner must complete a formal Grade Evaluation Appeal form clearly stating the grounds for the appeal and the requested remedy, e.g., a request to have a test, exam or assignment re-evaluated. Simply being dissatisfied with a grade, unsupported by factual information, is not grounds for an appeal.

The Grade Evaluation Appeal forms are available from Student Services, Program Information and Academic Advising Centre, D104; Continuing Education, C116; and the Students’ Association Office, DM20. Learners must consult with an academic advisor before proceeding with the formal appeal.
The completed form is to be submitted to the Chair with any supporting documentation that the learner deems appropriate. The Chair will consult with the student and the instructor(s) involved and will determine the best way to resolve the dispute (including sending the appeal to Stage 2). The Chair will notify all relevant parties in writing of the decision within 5 working days of receipt of the formal appeal request. A copy of the decision will also be sent to the Registrar's Office.

The results of the decision may maintain, raise or lower the assigned grade/evaluation.

In the case of a non-failing grade, the decision rendered at Stage 1 will be final unless the grade is for a final exam or prevents the learner from progressing to the next term. Any change in grade must be agreed to by the instructor. If the Chair and the instructor cannot agree, the appeal will be forwarded to Stage 2.

In circumstances where the grade would prohibit the student from proceeding to a course dependent on it, or moving to the next term, the student will register pending the decision of the formal appeal at stage 2. Registration in a term pending a decision on a grade appeal does not apply to co-op terms in certain programs for which a specific GPA is required prior to co-op employment.

**Stage 2 - Written Appeal to the Dean**

If the learner is not satisfied with the results of the Stage 1 appeal, the learner may appeal, subject to the foregoing conditions, to the Dean of the applicable division by forwarding the completed Grade/Evaluation Appeal Form with the Chair's decision within 5 working days of receiving the decision from Stage 1 of the formal process.

The Dean shall review the appeal and consult with the student, the chair and instructor involved. If the Dean is unable to resolve the matter in a manner which is acceptable to all parties (student, chair, and instructor), he/she shall direct a Review Committee to investigate the appeal. The Review Committee shall be composed of two faculty members or external reviewers, from the same or related disciplines. The faculty member responsible for the action/decision being appealed may not be a member of the committee.

The Dean shall also immediately notify the faculty member responsible that a Stage 2, formal grade appeal, has been initiated.

Each of the investigating reviewers is provided with copies of the learner's body of work (amended, if necessary, to ensure that previous marking and/or grades are not visible).

The members must review the work independently and provide an assessment to the Dean. The assessment must not be shared or discussed with the other member. Normally the reviewers will complete their review within 5 working days. After receiving the assessments from the two independent reviewers, the Dean will review them and reach a decision on the appeal.

The Dean will notify all relevant parties in writing of the decision within 3 days of receiving the assessments of the independent reviewers. A copy of the decision will also be sent to the Registrar's Office.

The decision formulated at this stage may maintain, raise or lower the original grade or evaluation.

That decision shall be final, except that a College Appeal Committee may hear and remedy an appeal based on an allegation of discrimination contrary to the Human Rights Code or an allegation of unfair process at a lower level of appeal. The appeal shall be forwarded to the Office of the Dean of Student Services within ten working days from the date of the letter sent to the parties by the academic dean informing them of the decision.
INTRODUCTION

Students must maintain a satisfactory academic standing in order to progress from term to term in a program. What constitutes satisfactory standing is determined by individual departments, and progression policies will be formally communicated to students at the beginning of a program.

Certain programs are presented in a competency-based learning (CBL) mode. To receive credit in these areas, students must demonstrate mastery of all required theory and practical work.

POLICY

The regulations pertaining to the method of evaluation for courses will be established by the instructional department and will be available in writing within the first two weeks after classes begin.

1. **Evaluation of Students in Programs Delivered in Traditional Mode**

   A student's final standing will be determined by achievement throughout the term or level, taking into consideration evaluation measures such as classroom tests and examinations, laboratory work, essays, reports, projects, supervised practical experience, participation, and attendance.

   Instructors will normally advise students of the method of evaluation in each course at the beginning of the instructional term.

   Students have a responsibility to ensure they receive information on evaluation methods and how these will be applied in each course.

   In most courses, term essays, projects, reports, and tests will account for a substantial portion of the final grade.

   Students must submit assignments on time as work submitted after established deadlines may receive reduced or failing grades.

   If unable to meet the established deadlines, students are responsible for making alternate arrangements with their instructors/Department Chairs.
2. **Evaluation of Students in Competency-Based-Learning Programs**

Students will be evaluated on identified course competencies on a module-by-module basis.

The method of evaluation, along with achievement expectations for each module, will be evaluated individually and given an individual rating.

For most competencies, students will have up to three attempts to demonstrate their competency by completing a knowledge test at a minimum 80% level, and completing a performance test in which all essential criteria are achieved.

Chairs and/or instructors in specific program areas may establish limitations on the number of attempts a student may make for specified competencies, and will inform students of these limitations when they enter the program.

Student grades for each competency will be recorded as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Mastery</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete - some requirements outstanding</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Awarded</td>
</tr>
<tr>
<td>NM</td>
<td>Non-mastery</td>
</tr>
</tbody>
</table>

A statement will be made on the transcript indicating that "Mastery" means that 80% or higher was achieved in both knowledge and performance tests for that competency.

Program maps including time guidelines will be provided to students.

Instructors, who work with students as student advisors, will assist students in monitoring their progress and planning their approach to the next modules.

Deadlines will be established for completion of a minimum level of competencies.

Students, unavoidably absent because of some acceptable cause, must advise their instructors and Chair and make alternate arrangements for completing requirements.

3. **Evaluation in Co-operative Education/Work Experience**

Students who register for programs with co-operative education work terms, or in programs that have practical/work experience, must accept that evaluations may be carried out by persons who are not College instructors.

4. **Academic Probation**

Students who fail to make satisfactory progress and/or who show poor attendance may be placed on academic probation. Specific conditions will be identified that must be met by the student within a specific time period. If these conditions are not met, the student will be required to withdraw from the program.
5. **Grading System**

The Grading System applies to all courses offered for credit, whether in regular day or Continuing Education programs. The level of a student's achievement in each course of a program will be denoted by a letter grade, as follows:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>GRADE POINT VALUE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.5</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
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<tr>
<td>Pass</td>
<td></td>
<td>Pass</td>
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<tr>
<td>Fail</td>
<td></td>
<td>Fail</td>
</tr>
<tr>
<td>DNW</td>
<td>N/A</td>
<td>Did Not Write</td>
</tr>
<tr>
<td>CR</td>
<td>N/A</td>
<td>Credit Awarded</td>
</tr>
<tr>
<td>INC</td>
<td>N/A</td>
<td>Incomplete - some requirements outstanding</td>
</tr>
<tr>
<td>PT</td>
<td>N/A</td>
<td>Prematurely terminated from program</td>
</tr>
<tr>
<td>VW</td>
<td>N/A</td>
<td>Voluntary Withdrawal</td>
</tr>
<tr>
<td>CMP</td>
<td>N/A</td>
<td>Completed</td>
</tr>
<tr>
<td>NC</td>
<td>N/A</td>
<td>Not Completed</td>
</tr>
<tr>
<td>MR</td>
<td>N/A</td>
<td>Mark Recorded in Subsequent Terms</td>
</tr>
<tr>
<td>...</td>
<td>N/A</td>
<td>Mark Not Yet Recorded</td>
</tr>
<tr>
<td>M</td>
<td>N/A</td>
<td>Mastery</td>
</tr>
<tr>
<td>NM</td>
<td>N/A</td>
<td>Non-mastery</td>
</tr>
</tbody>
</table>

**Credit** (CR) is recorded for competencies awarded through Prior Learning Assessment (PLA) or from another recognized training or post-secondary educational institution.

**Credit Hours** - Credit hours attached to a course will reflect the relative weighting of that course within a program of study. These credit hours will be used as the course weighting when calculating the grade point average. Not all courses are assigned credit hours.

**Grade Point Average** - A grade point average (GPA) will be calculated by multiplying the grade points achieved in each course taken during the term by the course credit hours. The total product thus obtained will be divided by the total credit hours for the courses taken.

\[
\text{GPA} = \frac{\text{Total Grade Points Earned}}{\text{Total Credit Hours}}
\]
Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Associated Letter</th>
<th>Grade</th>
<th>Grade Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>B</td>
<td>3</td>
<td>18</td>
<td></td>
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<tr>
<td>2</td>
<td>2</td>
<td>C</td>
<td>2</td>
<td>4</td>
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<tr>
<td>3</td>
<td>3</td>
<td>D</td>
<td>1</td>
<td>3</td>
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</tr>
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<td>4</td>
<td>1</td>
<td>A</td>
<td>4</td>
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<tr>
<td>5</td>
<td>4</td>
<td>C+</td>
<td>2.5</td>
<td>10</td>
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<tr>
<td>6</td>
<td>2</td>
<td>CR</td>
<td>0</td>
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</tbody>
</table>

Total Grade Points = 39
Total Credit Hours = 16

Cumulative Grade Point Average - The Cumulative GPA will be the grade point average obtained over all terms/years of a program. It is the cumulative grade point total divided by the total number of credit hours attempted at the College. It includes the most recent grade of any course repeated.

6. Student Transcripts

Terminating students in most programs will be provided with a transcript.

Each terminating student in a competency-based-learning program will be provided with a transcript of competencies attained.

Graduating students will receive a transcript and a certificate or diploma.

7. Final Examinations

Students who absent themselves from examination sittings without a valid reason acceptable to the Chair will receive a grade of F.

A student who is unable to write a final examination because of illness or other mitigating circumstances, must notify the Chair as soon as possible. Thereafter, the student must provide the Chair with a written advisement within seven days of the date of the examination. Verification (such as a physician's certificate, etc.) may be required. The student will receive a grade of DNW (Did Not Write). The Chair will make arrangements with the student to write a suitable final examination as soon as possible.

If there are circumstances, such as illness, which may affect the student's performance on an examination, and the student chooses to write the examination, he/she cannot appeal the results.

If a student will miss scheduled examinations through participation in an event that has the specific written approval of the College President, it is the student's responsibility to advise the appropriate Chair, in writing, well in advance of the examination sitting.

If a student arrives one half hour or more after an examination has started, he or she will not be allowed to write at that sitting and must meet with the Chair to determine appropriate action.
8. **Supplemental Examinations**

Students who receive a failing grade in a course may write a supplemental examination if supplementals are allowed for the course and in accordance with the following guidelines:

- supplementals will generally be permitted only where it is feasible to evaluate a student's mastery of a course by written examination;
- only one supplemental examination will be permitted in a course unless the Dean of the instructional area authorizes a second on medical or compassionate grounds;
- the student must have an overall term grade point average of 1.5 to receive supplemental privileges in a failed course;
- students who fail theoretical courses in the trades programs will be permitted to write supplemental examinations at the end of the term, provided they have not accumulated failures in more than one related course or more than two theoretical units of trade theory;
- students who fail courses in the Business Accountancy program will be permitted to write supplemental examinations at the end of the term provided they have not failed more than two courses;
- if a student fails a course which is a prerequisite for a course in the next term, he or she will be allowed to proceed on a probationary basis with his or her course or practical work, until the results of the supplemental examination(s) is/are known;
- all supplementals must be written when scheduled and under no circumstance will the period between the receipt of a failing grade and the writing of a supplemental examination exceed one year;
- the time and location for the writing of supplemental examinations will be arranged by the Dean or Chair;
- part-time students who have failures will be allowed to write supplementals within the same guidelines as full-time students. The required term average will be calculated on the basis of courses taken during that registration period;
- students who fail supplemental examinations will have to re-take the failed course.

When a student writes a supplemental examination, the results of this examination will be used to calculate a final course grade by combining term marks and the supplemental mark.

Both the new course grade and original failing grade (F) will appear on the transcript.

Students writing supplemental examinations in trades programs will not receive a grade greater than a pass.

9. **Retention and Review of Examination or Major Term Test Papers**

All final examination papers will be kept by instructors for a minimum of one month into the next term (or level, in the trades programs). For apprenticeship programs, final level tests will be retained for one month after the completion of the level. Major term tests not returned to students will be kept for a minimum of one month after the test.
Upon request, students may view major term examinations or final examination papers which have not been returned to them.

If any challenges or academic complaints arise during the retention period, all relevant examination results and term assignments must be kept until the complaint is resolved.

Date

President
## Faculty Academic Advising Meeting Notes Form

### Faculty Academic Advising Meeting Notes

**Student Name:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Action Taken</th>
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<tbody>
<tr>
<td></td>
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<td>Student Services Referral</td>
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<table>
<thead>
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<th>Number of Pages</th>
<th>Number</th>
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<td>Originator:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom of Information and Protection of Privacy Co-ordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td>Approved By:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records Retention and Archiving</td>
<td>Vice-President</td>
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<td>Effective Date</td>
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<tr>
<td>April 4, 2001</td>
<td>December 20, 2000</td>
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Introduction

The Manitoba Records Authority Schedule is an essential tool for efficient and orderly record keeping. It is designed to:

- identify and describe all records created or received by RRC;
- specify the length of time records should be kept;
- authorize the point in time at which records may be officially destroyed;
- assist in the development of government and public access-to-information guides and indexes; and
- serve as a planning base for the protection and care of college records/information.

Procedure

1. The approved Records Authority Schedules are the Colleges’ authority to retain, transfer and destroy all records. Each College department will have one or more Schedule(s) maintained by a designated staff member (Records Office Contact).

2. Changes within College departments (e.g., department name change, types of records kept, new function within the department) necessitate amendments to these Schedules. These amendments are to be done in consultation with the FIPPA Coordinator (Jeanne Downing at ext. 2498).
3. To ensure that the Records Authority Schedules are adhered to, an annual review will be done by the College’s Records Management Clerk (Steve Harder at ext. 2497).

4. **Records Office Contact**

   4.1 The Records Office Contact is the designated staff member who is responsible for the maintenance of all records within his/her respective area. (A list of Contacts is attached - see Appendix A.)

5. **Destruction and Retention of Records**

   5.1 Records are to be packaged in “archive” boxes, available from the Records Management Clerk.

   5.2 The Schedule number and box number are to be indicated on the outside of the box.

   5.3 The records must be packed in the same order as in the office (alpha, numeric - as stated on the Records Authority Schedule), and a PS-f-53 “Records Transfer Box List” is to be completed.

   5.4 The office contact is to maintain all box lists so that the box numbers are not duplicated.

   5.5 Contact the Records Management Clerk for removal of these boxes.

   5.6 Once the boxes have been picked up from the department, the Records Management Clerk will complete the “archives use only” portion of the PS-f-53; and a copy will be returned to the department contact.

   5.7 The process for the destruction of records will be arranged by the Records Management Clerk.

   5.8 Records to be retained will be stored in the College’s records centre.

6. **Records Retrieval**

   6.1 All requests for retrieval of any records are made by contacting the Records Management Clerk and specifying the Records Authority Schedule number and box number.

Approved by:

![Signature](Signature)

Vice-President Administrative Affairs

Date

April 4, 2001
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>CONTACT</th>
<th>POSITION / LOCATION</th>
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<tbody>
<tr>
<td><strong>Board of Governors</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Executive Assistant</td>
<td>Executive Assistant to the Board</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Executive Assistant</td>
<td>Executive Assistant to the President</td>
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<tr>
<td><strong>Academic Vice-President</strong></td>
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<td>FIPPA Coordinator</td>
<td>FIPPA Co-ordinator</td>
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<td>Prior Learning Assessment Office</td>
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<tr>
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<td>Administrative Assistant</td>
<td>Management &amp; Marketing</td>
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<tr>
<td><strong>Applied Sciences</strong></td>
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<td>Administrative Assistant</td>
<td>Dean’s Office</td>
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<tr>
<td></td>
<td>Administrative Assistant</td>
<td>Health &amp; Applied Sciences / Comm. Services</td>
</tr>
<tr>
<td></td>
<td>Administrative Assistant</td>
<td>Nursing</td>
</tr>
<tr>
<td><strong>Industrial Technologies</strong></td>
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<td>Administrative Assistant</td>
<td>Dean’s Office</td>
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<tr>
<td></td>
<td>Administrative Assistant</td>
<td>Mechanical, Manufacturing, Communications</td>
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<td>Civil / CAD Technology</td>
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<tr>
<td></td>
<td>Administrative Assistant</td>
<td>Construction</td>
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<tr>
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<td>Administrative Assistant</td>
<td>Transportation, Math &amp; Science</td>
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<tr>
<td><strong>Vice-President Training Enterprises</strong></td>
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<td>VP’s Office</td>
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<td>Administrative Assistant</td>
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<td>Administrative Assistant</td>
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<td>Administrative Assistant</td>
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**Aboriginal & Teacher Education**

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<tbody>
<tr>
<td>Administrative Assistant</td>
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<td>Administrative Assistant</td>
<td>Aboriginal Education &amp; Program Dev.</td>
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<td>Administrative Assistant</td>
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**Curriculum & Learning Resources**

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**Financial Services**

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<tr>
<td>Administrative Assistant</td>
<td>C.F.O.'s Office</td>
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<td>Accounts Payable Clerk</td>
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**Human Resources Services**

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<tr>
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**Vice-President Administrative Affairs**

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<tr>
<td>Administrative Assistant</td>
<td>VP's Office</td>
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<tr>
<td>Facilities Coordinator</td>
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<td>Food Services Manager</td>
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<td>Purchasing Assistant</td>
<td>Materials Management</td>
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<td>Administrative Assistant</td>
<td>Staff Services</td>
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<td>Insurance Coordinator</td>
<td>Environmental Health, Safety &amp; Insurance</td>
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<td>Security Manager</td>
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<td>Operations Supervisor</td>
<td>Print &amp; Graphic Centre</td>
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**Student Services**

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<tr>
<td>Administrative Assistant</td>
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<tr>
<td>Associate Registrar - Records Management Manager, Health Ctr &amp; Rec Services</td>
<td>Registration / Admissions Health Centre</td>
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<tr>
<td>Administrative Assistant</td>
<td>Educational Support</td>
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**Marketing and Public Relations**

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<thead>
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**Computer Services**

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References


