

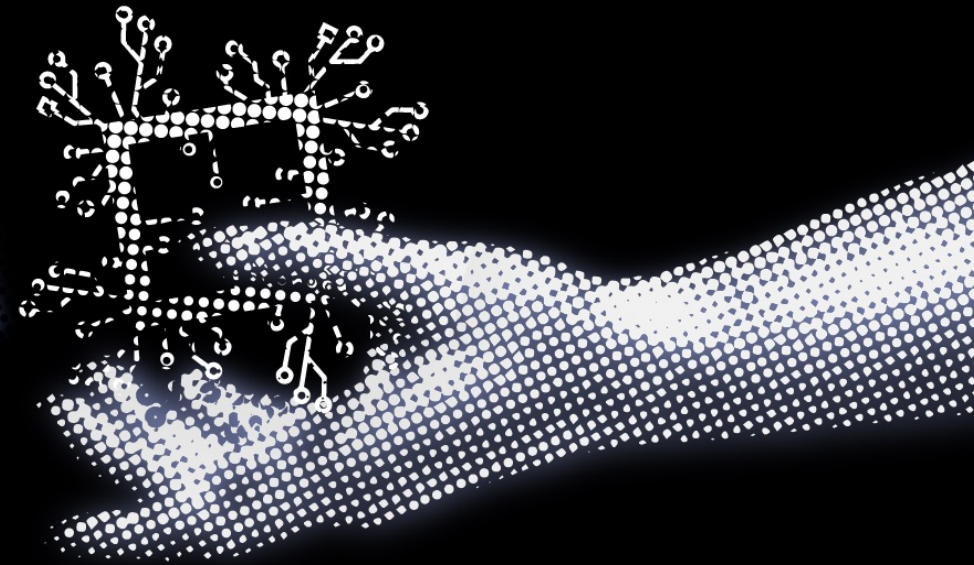
April 30th, 2024



evolvED

CATALYSTS CREATIVITY CONNECTION

GBC'S Annual
Teaching & Learning Conference



Faculty Strategies for Navigating Disruptive Situations

Jason Inniss, Jordana Baker, Somi Abalu, Kaitlin Van Osch,
Alex Irwin, Radamiro Gaviria & Melissa Maharaj





Land Acknowledgment

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time.

We are grateful to share this land as treaty people who learn, work and live in the community with each other.

[Learn more about our land acknowledgement](#)



Agenda



1. Land Acknowledgement (5 mins).
2. Panelist Introductions and office overviews (20 mins).
3. Case Study Breakout (20 mins).
4. Share and questions (15 mins).



Objective

- Share preventative strategies, policies, and supports to prevent disruptive situations or students from escalating.



Panelists

- **Jordana Baker:** Student Conduct Advisor, Office of Student Conduct and Support.
- **Somi Abalu:** Director, Office Student Conduct and Support.
- **Kaitlin Van Osch:** Senior Manager, Accessible Learning Services.
- **Alex Irwin:** Director, Student Well-Being and Support.
- **Radamiro Gaviria:** Senior Manager, Human Rights & Equity, Office of Anti-Racism, Equity and Human Rights.
- **Melissa Maharaj:** Manager, Investigations & Security Operations, Public Safety and Security.



Jason Inniss- Professor

- Build Community. Intentionally.
- Demonstrate commitment to student success.
- Co-create classroom expectations.
- Communication. Constant clear communication of outcomes, assessments, and opportunities. Include follow-ups.
- Seek feedback. Offer ongoing anonymous opportunities. Be transparent and vulnerable.
- Model mistakes.
- Have clear boundaries. Be flexible yet firm, with grace.

Office of Student Conduct and Support



OFFICE OF STUDENT CONDUCT AND SUPPORT

Responsible for enforcing the Code of Non-Academic Student Behavior.

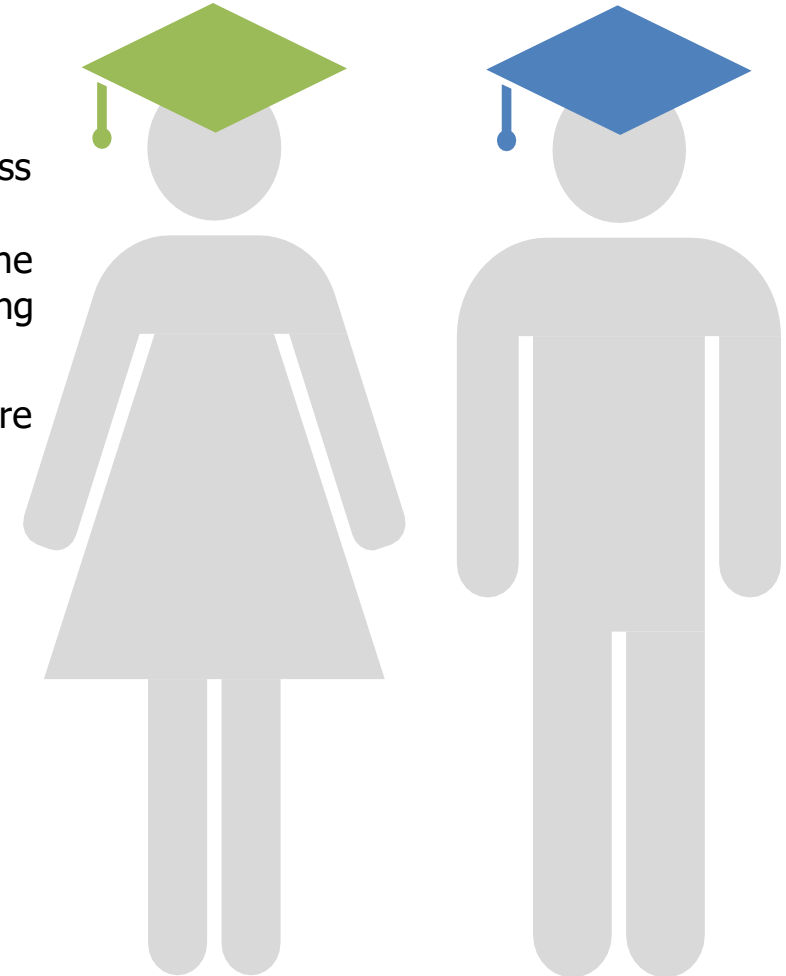
It applies to conduct that:

- Takes place on college-owned or controlled property.
- Relates to College-sanctioned activity, e.g., during a co-op, internship, or class trip.
- Engages a legitimate College interest, including a reputational interest and the College's interest in maintaining a safe and harassment-free working and learning environment.
- College alumni remain accountable for conduct that occurred when they were enrolled as students.



CARE TEAM

- The BIT consists of multiple campus partners that meet regularly to discuss students of concern.
- Complaints of alleged violations of the Code of Non-Academic Student Behavior are processed via a formal investigation, the CARE Team (Behavioral Intervention Team)
- OSCS processes all cases following the principles of Restorative Justice.



Office of Student Conduct and Support-

How can we help you?



We assist any member of the George Brown College community (students, staff, and faculty) with questions or concerns regarding non-academic student conduct.



Our office is available to provide education to community members on student rights and responsibilities.



Community members can contact the Office of Student Conduct & Support to register a formal complaint about student behaviours that fall under the Code of Non-Academic Student Behaviour.



We can provide information and consultation support regarding student conduct issues, even if you do not wish to register a formal complaint.



How can you contact us?

To contact us send an email to studentconduct@georgebrown.ca.

For more information, [visit the Student Conduct and Support webpage](#) or scan the QR code below.





Accessible Learning Services (ALS)

- Accessible Learning Services provides academic supports and services for George Brown College students with physical, sensory, learning, medical and/or mental health disabilities.
- The team is composed of Accessibility Consultants (10 FT/1 PT), Learning Strategists (2 FT/1 PT), Adaptive Technologists (2 FT), and Service Provisions (tutoring, class assistants, notetaking).
- ALS provides services both in person and virtually across all campuses.
- ALS supports an integrated teams model, where an Accessibility Consultant works with specific program areas.

Accessible Learning Services: Registration and Accommodations provided

Who can register?

- Students with permanent, temporary, or suspected disabilities

Accommodations:

- Are disability-related, based on medical documentation
- Do not create an advantage
- Do not modify the College's academic standards
- Do not alter the core requirements or outcomes of a program
- May be updated, if needed at any point

To contact our office, send an email to ALSregister@georgebrown.ca.

[Visit the Accessible Learning Services website.](#)



Counselling and Student Well-being

- **Overview**

- Provides both online and in-person support to students with mental health and life challenges.
- Consists of 19 Faculty Counsellors, all regulated health care professionals.
- Specialized roles: Coordinator, Resource Consultant, Case Managers, Eating Disorder Specialist, Indigenous Counsellor, and 2SLGBTQ+ Counsellor.
- Stepped Care System.

- **Types of Counselling Appointments**

- Intake Appointments (quick access for new students)
- Single Sessions (returning students)
- On-going sessions (short-term counselling and specialized services)
- Group Sessions
- Urgent Reach Outs

- **Ways to Access Counselling Services**

- [Counselling Portal](http://georgebrown.ca/current-students/services/counselling) - (georgebrown.ca/current-students/services/counselling)
- Email: letstalk@georgebrown.ca
- Tel. 416-415-5000 ext.4585, 5370, 2107

Wellbeing

Office of Anti-Racism, Equity, and Human Rights Services (OAREHRS)

(OAREHRS) promotes fairness, equity, accountability, and transparency at George Brown College.

Our office manages human rights complaints and advises and raises awareness on anti-racism, equity, and inclusion.

The OAREHRS team is responsible for matters that fall under the following GBC policies, and the relevant legislations that govern those policies:

- Human Rights Discrimination and Harassment (HRDH) Policy;
- Sexual Harassment and Sexual Violence (SHSV) Policy and Protocol;
- AODA Accessibility Policy; and
- Freedom of Expression

All our services are confidential. To submit a complaint or for a consultation please contact:

- Human Rights Advisor diversity@georgebrown.ca
- Sexual Violence Response Advisor svra@georgebrown.ca

OFFICE LOCATIONS

Casa Loma Campus: 160 Kendal Ave., Room C221

St. James Campus: 200 King St. E., Room 264D

Waterfront Campus: 51 Dockside Dr., Room 230

Reactive Initiatives

OAREHRS is responsible for the HRDH and SHSV complaint resolution processes:

- The complaint resolution process begins with a confidential meeting with the Advisor to complete the intake process during which, the Complainant provides details of the incident (s). Once the intake is complete the Advisor determines whether the complaint is in/out of scope of OAREHRS policies. This is a confidential process; information will only be shared on a need-to-know basis to fulfill our obligations under the policy or as required by law.

Proactive Initiatives

OAREHRS supports the college by providing:

1. anti-Racism, accessibility, equity and inclusion education and awareness building Initiatives
2. participating in various GBC committees, working groups, review processes & consultation strategies
3. policy reviews



OAREHRS leads the implementation of:

1. Multi-Year Accessibility Plan
2. Anti-Racism Action Plan
3. Employment Equity census

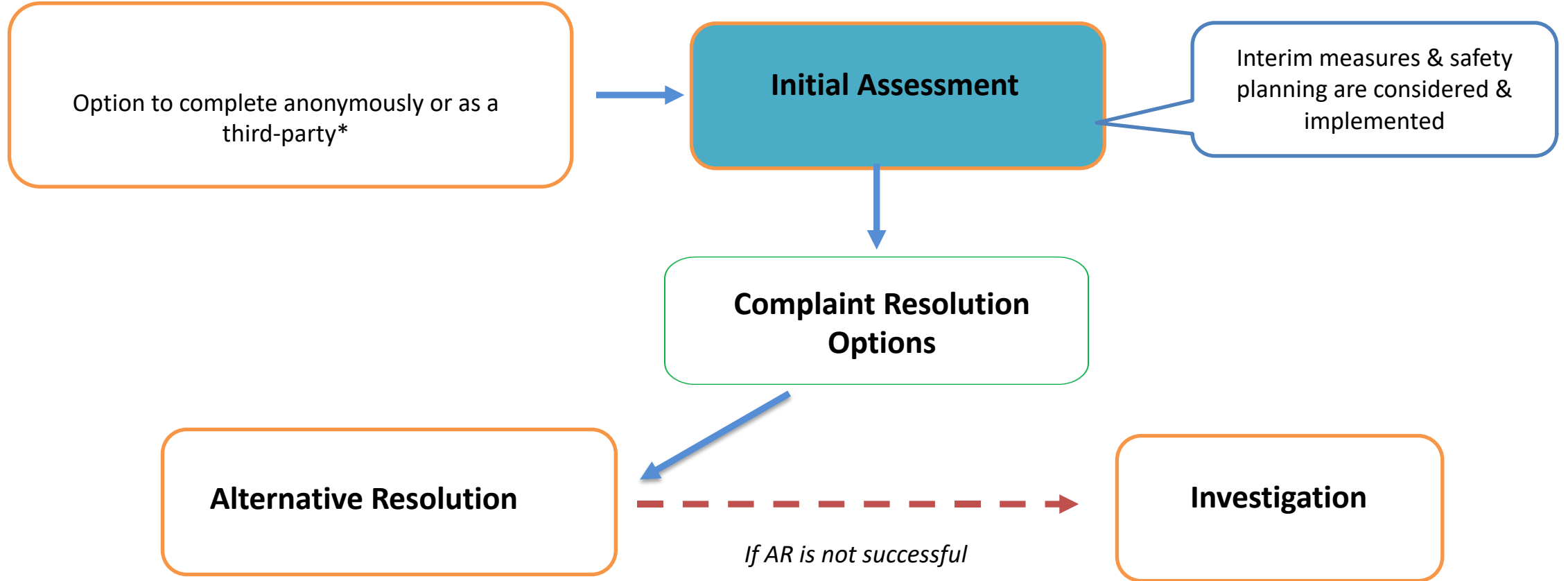


Black Futures Initiative:

Black Futures is aligned with the principles and goals set forth in the Scarborough Charter, and the strategic priorities outlined in the GBC's 2026 strategy.

Black Futures will establish and sustaining Black-centric programs, community spaces, initiatives and tools

Complaint Resolution Process



Public Safety and Security

- GBC Public Safety Office – 5 + 3
- Security Guards Services – 120+
- Violence Threat Risk Assessment and Management
- Safety Planning
- Physical Security Assessments (CPTED)
- Emergency Management Program
- - Multi-platform ENS, Procedures for Lockdown, Hold and Secure, Shelter in Place Evacuation
- First-Aid and Medical Response Program – EMR
- Safety, Security, and Emergency Awareness Program
- External Partnerships
 - Police Services, CBSA, CSIS, EMO, City of Toronto, and others



How to Contact Public Safety and Security

- *Download the GBC Safety App.*
- *Dial “0” on the College landline.*
- *Call 416-415-4000.*
- *Text 416-723-4761.*
- *Use the Yellow Emergency Call Boxes.*

For More Information, visit the [Public Safety website](https://www.georgebrown.ca/publicsafety): [georgebrown.ca/publicsafety](https://www.georgebrown.ca/publicsafety)

Case Study

- There is a student of concern who has exhibited disruptive behaviors over the past two years, the student has an accommodation plan on file with the Accessible Learning Services (ALS) office due to their disability. The student joined the college during the pandemic and has struggled with adapting to in-person classes.
- The student has also interrupted lectures and screamed at faculty, staff, and students; they have also been known to hit themselves when upset.
- The faculty is requesting assistance as both faculty and students are feeling unsafe being in the same space as the student, and they are also worried about the student's well-being and their ability to succeed in the program.



Case Study Discussion Questions



- 1) What do we know about the student?
 - 2) What information would you need to support the student and the class?
 - 3) Whom would you involve in supporting the student and developing a plan?
 - 4) What kind of support would the student and the faculty need?
 - 5) Who can you contact to provide you with the necessary support as a faculty member?
 - 6) What's your duty to accommodate in this situation?
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- **Now that you have more information regarding this student and their needs in the classroom, how would you respond to the student, the next time they are disruptive to the classroom environment?**

Break Out Discussion





What questions do
you have?

Sample letter for responding to repetitive emails about concerns with grades.

Dear Student,

I must inform you that the XX course has concluded, and the final grades have been officially submitted. Because the course is over, the course structure and grading criteria cannot be altered or revisited to include extra homework and assignments to make up for the low grade you received. Please know that grading decisions are made following established academic standards and are applied consistently to ensure fairness among all students.

I understand your disappointment in not meeting the desired grade. While this may not be the news you were hoping for, I encourage you to reflect on your learning journey and consider this as an opportunity for personal growth.

If you would like to appeal your final grade, please do so following the process as outlined in the [academic appeals policy](#).

Best regards,

Conference Schedule

Description	Time
Registration/Coffee/Breakfast	8:00 am - 9:00 am
Opening Remarks	9:00 am - 9:20 am
Keynote 1 - Dr. Rhonda McEwen	9:20 am - 10:30 am
Session Block 1	10:40 am - 11:40 am
Session Block 2 - 20 min	11:50 am - 12:10 pm
Lunch	12:10 pm - 1:00 pm
Keynote 2 - Dr. Ioana Literat	1:00 pm - 2:00 pm
Session Block 3	2:10 pm - 3:10 pm
Concluding Ceremonies	3:10pm - 4:00 pm