

# build

2017/2018 annual report



# BY THE NUMBERS

McLaughlin Library, located at the University of Guelph, is a central hub for academic activities and pursuits on campus. With a variety of programs, services, and resources, the library supports students, researchers, faculty, and staff. Here is a glimpse into some of the data collected over the past year.

|                               |                         |                                   |  |
|-------------------------------|-------------------------|-----------------------------------|--|
| 3,571<br>SEATS                |                         | 2,241,190<br>TOTAL LIBRARY ITEMS  |  |
| 175<br>PUBLIC COMPUTERS       | 2,025<br>LIBRARY GUIDES | 90,099<br>YOUTUBE VIEWS           |  |
| 59,120<br>ELECTRONIC JOURNALS |                         | 1,444,905<br>IN-PERSON VISITS     |  |
| 25,314<br>CONSULTATIONS       |                         | 111,000<br>STREAMING VIDEO TITLES |  |
| 682,611<br>E-BOOKS            |                         | 2,951,365<br>ELECTRONIC VISITS    |  |

# A MESSAGE FROM THE UNIVERSITY LIBRARIAN

2018

**2018** marks McLaughlin Library's 50th anniversary—it is incredible to see the transformative changes we have realized in both space and services over that fifty-year period. Reflecting on this past year, the impact of recent renovations is evident. The construction of the Scholars Studio (S2), for example, provides an opportunity for the library to develop a hub for data services on campus that are aligned with many of the University's strategic objectives, including acting as a catalyst for discovery and change.

Renovations have enabled us to re-envision our approach to service provision and user engagement. The new Archival & Special Collections space draws people in and invites them to seek out and engage with the many treasures contained within those collections. It has also provided opportunities for student experiential learning. Later in this report, you will read about one such opportunity that led to the inaugural exhibit in this space. The renovations have also helped us brighten the building by maximizing natural light. The multi-page spread on our history and renovations should help you to more fully appreciate these efforts.

Moving forward, the library continues to focus on its digital offerings—designing workshops and training opportunities—in the S2 and the Media Studio, as well as through collaboration with The Humanities Interdisciplinary Collaboration Lab. We are also moving ahead on our commitment to Open Educational Resources, which should have a direct financial benefit to students who find themselves having to make hard decisions related to the purchasing of textbooks.

In the coming year, we will refresh the Library Master Space Plan with a significant focus on the main floor. We are also participating in a provincial collaboration to deploy a shared library discovery and services platform among 14 of 21 Ontario university libraries—a strategic and substantial refresh to one of our main library systems. As we look ahead, we continue to build—adding new spaces, new technology, new services and approaches to them, and providing users with new experiences.

Enjoy your reading!

*Rebecca*

Rebecca A. Graham  
University Librarian





# EVOLVING CURRICULUM: DELIVERING MORE

## BROADENING THE SCOPE OF THE WRITING PEER HELPER TRAINING

Library peer helpers serve an important role on campus—they assist in the development of their fellow students. As an avid supporter of the Peer Helper Program, the library strives to provide its peers with the guidance and training required to do their best work while at the same time gaining knowledge from their experiences.

Writing peers support first-year students in individual consultations, but their work goes beyond understanding writing conventions. Each year, changes are made to enhance the writing peer experience at the library—this year’s focus was on inclusivity and identity. “When we held this session, I was impressed by the peers’ ability to reflect on and talk about complex issues that affect students’ sense of safety and belonging,” said Kim Garwood, acting head, Learning & Curriculum Support (L&CS).

This year, sessions were facilitated by on-campus groups including the Office of Diversity and Human Rights, and the Aboriginal Resource Centre, who came to teach peers

about best practices in regards to access and inclusivity. “We wanted to make sure that our students and staff all had a refresher, and in some instances, an introduction to these incredibly important topics,” said Jacqui McIsaac, writing specialist, L&CS. New developments in this year’s training also included an increased focus on activities such as reflective journaling and consultation shadowing.

Experiential learning plays a key role in all peer positions at the library as it helps students develop the skills needed to be successful in all aspects of life. “A big part of our training is to help the peers know how to facilitate conversations to create a comfortable atmosphere where people can feel safe being vulnerable in sharing their work,” said Sarah Gibbons, writing specialist and peer supervisor, L&CS. “By providing new forms of training, we are trying to give them tools that will be applicable beyond their roles here.”

### PEER THOUGHTS

Having the opportunity to observe consultations allowed me to see how different peers adapted the skills from training to fit the needs of each student. This provided practical experience and strategies, which would be difficult to learn otherwise. I am excited to apply what I've learned in my future consultations.

» Haley Gabel, writing peer



SARAH GIBBONS  
WRITING SPECIALIST AND  
PEER SUPERVISOR, L&CS

The writing peers are a group of dedicated and compassionate individuals who work hard to support the development of student writers on campus. This winter, I had the pleasure of supporting the peers in their creation of short lessons for the training of our new writing peers. I enjoyed seeing them take on a mentorship role. They’ve fostered a strong sense of community for the new peers.

I’m very excited by the energy that our new peers bring to the team, and I’m looking forward to seeing how they develop as consultants in the months ahead. I am very thankful to be able to work with such an amazing group of students.



JACQUI McISAAC  
WRITING SPECIALIST, L&CS

The writing peers are essential to the work we do. We rely on them to provide high-quality support and create a welcoming environment for all students. I love working with the peers because they continually exceed these goals through their creativity, teamwork, and care. The thought, time, and attention they give to U of G students is remarkable.

Every U of G student should have safe and equal access to the tools they need to succeed. The training the peers receive helps them support students at the somewhat precarious intersection of individual voice and scholarly writing. Navigating writing consultations can be tricky, so our training prepares the peers to balance these priorities with confidence. Many students repeatedly visit the peers for support, which, to me, shows the positive impact the peers have across campus. We are lucky to have such a fantastic team.



# SUPPORTING STUDENTS: OPEN EDUCATIONAL RESOURCES AT U OF G

## JOINING FORCES WITH U OF G'S STUDENT GOVERNMENT TO SUPPORT AND PROMOTE OERs

The cost of commercial textbooks creates a financial burden for many students. Recently, the library in partnership with the University's Central Student Association (CSA), conducted two surveys of undergraduate students which revealed that students are often opting not to purchase required textbooks. Students also reported experiencing negative consequences as a result of not buying the required text—in terms of academic success, learning outcomes, and overall university experience.

Fortunately, there are an increasing number of alternatives to expensive textbooks and course packs. These include making course materials available to students via the library's course reserve system, linking to licensed e-journals and e-books, and using open educational resources (OERs). OERs are teaching and learning materials created by faculty that are freely available, openly licensed, and can be used instead of traditional course materials. OERs include textbooks, streaming media, presentation slides, test banks, syllabi, and much more.

"Open educational resources matter because they level the playing field for students, ensuring that everyone in the classroom has an equal opportunity to access the same learning materials," said Heather Martin, copyright officer and manager, e-Resources & Reserves Services, and member of the Accessible Course Content and Open Educational Resource Task Force (ACC/OER Task Force) at U of G.

U of G's ACC/OER Task Force is committed to raising awareness of OERs and other alternatives to commercial textbooks, as well as providing support for instructors interested in creating, adapting, or adopting OERs for their courses. The task force is jointly sponsored by Charlotte Yates, provost and vice-president (academic), and Rebecca Graham, university librarian. Membership is drawn from areas across campus, including the library, Open Learning and Educational Support (OpenEd), and the CSA.

With the rising cost of tuition, it is vital to make education more accessible for all. OERs provide students with open access to free educational resources without the fear of financial repercussions, creating a more inclusive environment for students.

» Natalie Clarke, CSA representative, ACC/OER Task Force

# A STRONG COMMITMENT TO ALL THINGS OPEN

## HAVING A DEDICATED FOCUS ON OPEN EDUCATIONAL RESOURCES



The library advocates for open access and open educational resources (OERs) and believes it is crucial for people to talk candidly about open initiatives, and to understand how and why they matter. "Unlike commercial course materials, OERs are open and available to anyone. Because they are free, they don't add to the cost of a student's education; because they are openly licensed, they can be adapted and re-used by instructors, in order to provide a more customized and inclusive learning experience for students," said Heather Martin, copyright officer and manager, e-Resources & Reserves Services, and member of the ACC/OER Task Force at U of G.

This year, the library created a new position—an open educational resources librarian. This addition allows for a constant, dedicated focus on OERs. The library positions itself as a hub of open initiatives on campus and as such has re-positioned Ali Versluis to this role. "Re-positioning Ali not only makes better use of her expertise in this field but demonstrates how the library is taking initiative in offering services that support open in our community," said Amy Buckland, head, Research & Scholarship (R&S).

## ALI VERSLUIS OPEN EDUCATIONAL RESOURCES LIBRARIAN, R&S

I'm beyond excited to begin this role. Its creation as a brand-new position indicates that the library recognizes the importance of this work and is willing to provide the resources to support it. Open education offers the opportunity to empower both instructors and students in the pursuit of affordable, student-centred education. I can think of no better place for this to happen than at the University of Guelph, an institution known for its pedagogical innovation and collaborative ethos. I've built many strong relationships during my time at U of G and I'm looking forward to creating new ones as conversations about open education move beyond the library and into the classroom.



# DATA SKILLS WORKSHOP SERIES

## RESEARCH & SCHOLARSHIP TEAM BROADENS U OF G'S DATA KNOWLEDGE

Understanding the research data lifecycle is a key component to the collection and dissemination of information. The library's Research & Scholarship (R&S) team is helping U of G better understand the entire data lifecycle. "We want to raise awareness for people about their data, and help them understand what to do next," said Adam Doan, analyst, R&S.

Developed in 2017, the workshops are designed to help attendees learn to effectively create, process, analyze, reuse, preserve, and disseminate data. The offerings include everything from research data management and preservation, to data visualization. Sessions are open to everyone and attendees include upper-level undergraduate students, graduate students, researchers, and staff.

This workshop series is just one of the ways the R&S team helps foster a deeper understanding of data on campus. Many of the workshops have been inspired by questions posed by students, researchers, and instructors at the Data Resource Centre.

The team now has a permanent space to host these workshops—the Scholars Studio—a collaborative working space where people are encouraged to explore, create, and understand the power of data.

The R&S team plans to continue running the workshops in the coming years. "We're trying to create a community centre around this sort of data work, and I think we're on the right path," said Doan.



**JENNIFER MARVIN**  
R&S LIBRARIAN

We teach these workshops to build awareness, inform, and inspire the University community to really dig into their data at all stages of the data lifecycle.



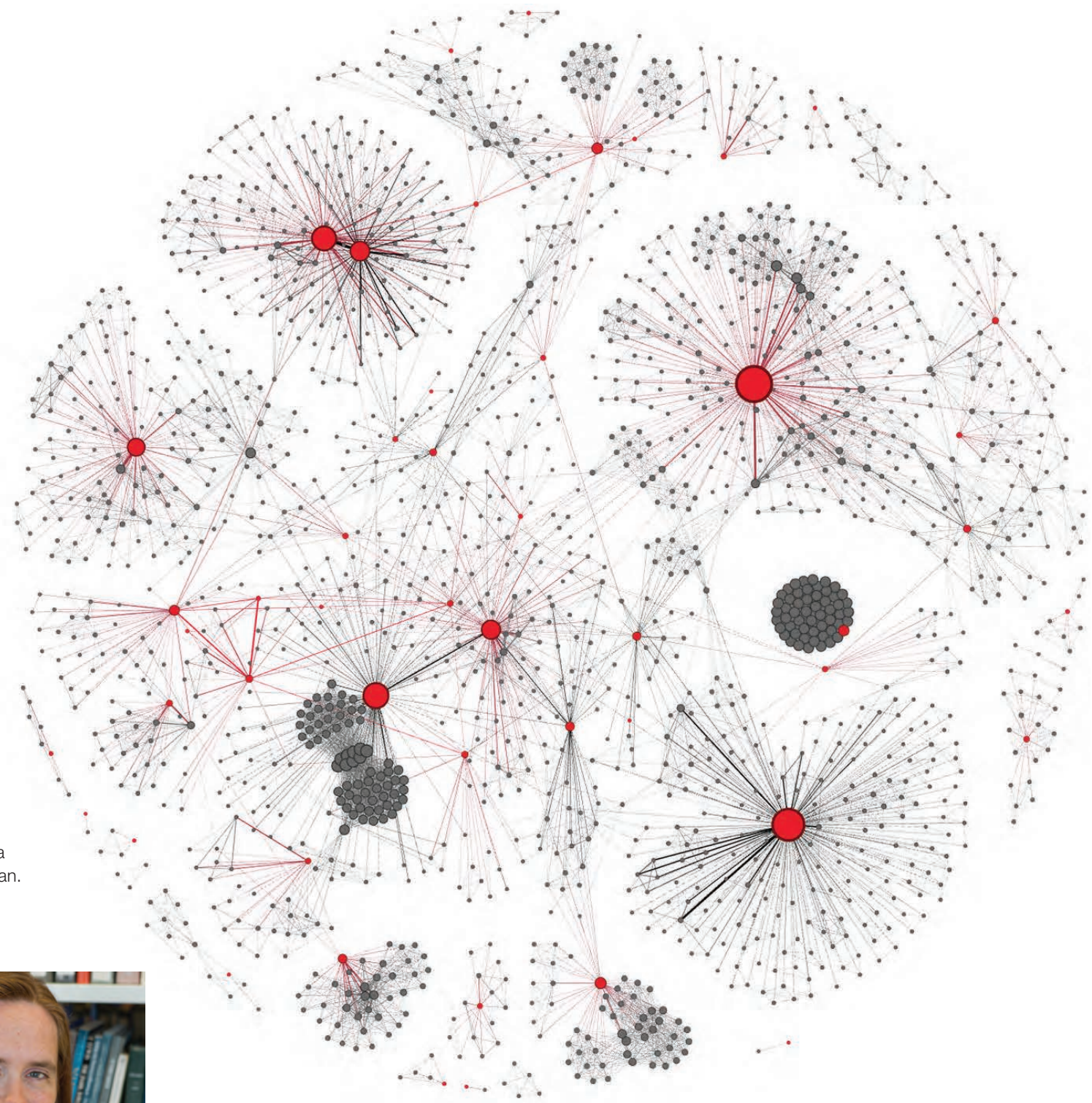
**ADAM DOAN**  
ANALYST, R&S

Data matters because of the power it has to describe the world around us. Data allows us to identify opportunities, plan our efforts, and measure our impact.



**LUCIA COSTANZO**  
DATA ANALYST, R&S

We teach these workshops because data is the future. We want our students to have leading-edge skills so that they are leaders in the data science space.



- » The above image shows a network diagram of U of G engineering researchers and their collaborators
- » It is drawn from the Web of Science citation data
- » Each node represents a researcher
- » U of G researchers are highlighted in red
- » Edges between nodes represent the number of unique collaborators that each researcher works with



# DH@GUELPH

## EXPLORING DIGITAL HUMANITIES AT U OF G



With growing interest in digital humanities, the University of Guelph is providing faculty and researchers with opportunities to develop and expand their skillsets by exploring digital humanities in unique ways. DH@Guelph provides a forum for people to network, collaborate, and learn about the digital world and its impact on their work.

The library provides a home for The Humanities Interdisciplinary Collaboration (THINC) Lab—which hosts the DH@Guelph Summer Workshops each year. “The library has helped us build an intensive four-day program that is quickly developing a reputation for being a wonderful opportunity to come and learn about digital scholarship locally and beyond,” said Susan Brown, Canada research chair in collaborative digital scholarship.

DH@Guelph Summer Workshops provide unique opportunities for attendees to explore the digital landscape. This year, nine courses were offered to 78 participants by 18 instructors, some who came from as far away as Saudi Arabia and Romania.

KIMBERLEY MARTIN  
MICHAEL RIDLEY POSTDOC IN DIGITAL  
HUMANITIES, AND ASSOCIATE DIRECTOR,  
THINC LAB

For me, digital humanities has always been a community of making, doing, and critical thinking about the use of digital technologies as applied to humanities questions. THINC Lab aims to welcome U of G faculty and students into this community and help make these connections possible.

## DH@GUELPH SUMMER WORKSHOP 2018 LINEUP

- » Digital Storytelling for Humanists
- » TEI in the Trenches: Encoding, Publishing, and Analyzing Digital Editions
- » Getting Going with Scholarship Online: An Introduction to CWRC
- » Tell Stories with Data
- » An Introduction to Augmented Reality
- » Semantic Text Analysis
- » Introduction to Text Encoding
- » Making at the Intersection
- » Omeka Workshop



## NEW DIGITAL HUMANITIES PROGRAMMING

Each academic year, DH@Guelph hosts lectures and discussions about topics and issues, as well as workshops that offer practical tips and tools related to working in the digital humanities. New programming this year included:

- » Interdisciplinary Feminism Series (IF...Series) – 10 talks
- » Programming Historians Meet-ups – bi-weekly meetings reviewing the basics in Python, Audacity, and the creation of TwitterBots

Explore the program further  
[uoguelph.ca/arts/dhguelph](http://uoguelph.ca/arts/dhguelph)





# McLAUGHLIN LIBRARY TURNS 50

THE McLAUGHLIN LIBRARY WAS  
UNVEILED ON OCTOBER 25, 1968



Opening its doors in 1968, the McLaughlin Library sits at the juncture of two primary public spaces on campus—Johnston Green and Branion Plaza. It is one of the six major concrete buildings on campus that were built by prominent designers on the Canadian and international design scene during the 1960s. Something these buildings have in common is their style—a form of architecture called brutalism—which rose in popularity in the 1960s as a response to the modernism of the 1950s.

“Brutalism is meant to be practical, honest, and a no-nonsense way to build, characterized by expressive structural forms and a sense of monumentality,” said Wilfred Ferwerda, manager, mechanical design at U of G, and contributing author to *Concrete Toronto*, published in 2007. Architects Hancock, Little, Calvert and Associates designed the library in consultation with Sert, Jackson and Associates Inc. The project architect was Stephen Langmead.

Langmead worked closely with Margaret Beckman who joined the University of Guelph in 1966 as a systems librarian. Beckman was a major contributor to McLaughlin Library’s development and strategy. In 1971, she became deputy librarian and then chief librarian, a role she held for 13 years before being seconded to the position of executive director of information technology in 1984. Langmead and Beckman went on to work together on several library-related projects and acted as consultants to several Canadian libraries. They also co-authored a

book called *New Library Design: Guide Lines to Planning Academic Library Buildings* in 1970.

While the building has changed over the years, one thing remains the same—it is one of the busiest buildings on campus, seeing approximately 1.5 million visitors annually. The building was originally designed to support 9,000 undergraduate students and 1,000 graduate students, and to house a collection of 625,000 volumes. “When the Library Master Space Plan was concluded in late 2013, the library was supporting an overall student population of 24,000—the need for space and capacity was greater than ever,” said Kelly Bertrand, director, Library Administrative Services, and chair, Library Building Committee.

The library is on its way to reducing its onsite physical collection to 800,000, down from 1.2 million volumes at its peak; at the same time, it has grown its seating capacity to 3,571 seats, up from 1,900 seats available in 2006. “Our ultimate goal is to grow to 3,800 by 2020 within the current facility and to 4,600 with the benefit of a 50,000-square-foot-addition,” said Bertrand.

With this renovation, the library continues to transform into a bright, colourful, modern, and inviting space where the primary focus is on providing users with the resources, tools, supports, and services that are required for their research and scholarly pursuits.

*fifty*



# A RETROSPECTIVE OF THE LAST 50 YEARS

SOME OF THE WAYS THE LIBRARY HAS  
EVOLVED OVER THE PAST HALF-CENTURY



» 1968

Moving books  
from Massey  
Hall to the  
McLaughlin  
Library



» 1987

After the closure  
of the card  
catalogue, all  
information  
was transferred  
onto a single  
compact disc



» 1989

Film reels  
in media  
storage



» 1990

After the  
closure of  
the side  
entrance and  
deconstruction  
of the  
staircase, staff  
signed their  
names in the  
concrete  
where the  
stairwell  
used to be



» 1999

The Learning  
Commons  
moved into the  
building



» 2012

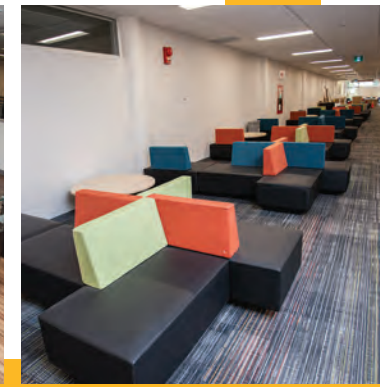
A new service  
model, the Ask  
Us Desk, was  
added to the  
first floor of  
the library



» 2018

Renovations led  
to construction  
of new spaces:

- › Scholars Studio
- › Media Studio
- › New Archival  
& Special  
Collections  
space



» 2018

The lower level  
now includes:

- › New study  
carrels
- › Soft seating
- › A standing  
study area
- › New compact  
shelving



# THE LARGEST RENOVATION TO DATE NOW COMPLETE

SPACES REFRESHED AND RENEWED TO  
PROVIDE USERS WITH A VARIETY OF CHOICES

Over the past year, the library underwent substantial renovations which led to the redesign and upgrade of existing spaces. By leveraging the Library Master Space Plan, it was possible to secure funding for two major projects.

One project was funded by the University Heritage Fund and allowed for the installation of compact shelving, furniture, and other renovations on the lower level, including new and renovated washrooms. The other was funded by a Strategic Investment Fund (SIF) from the Government of Ontario and the University of Guelph and addressed infrastructure components throughout the

building—including replacing HVAC, windows, lighting, carpet, washrooms and worn furniture.

The SIF allowed for the renovation of the second floor which created space for the Scholars Studio, a dedicated space to focus on digital scholarship; a Media Studio, for student use and experimentation; the expansion of Archival & Special Collections; and the addition of new public spaces. These renovations enabled the replacement of the 50-year-old study carrels on the lower level and second floor—an improvement that has been well-received by students.



The above photos show some of the changes that have occurred on the second floor (top photos), and the lower level (bottom photos). The changes made over the past year have altered the appearance of the floors and have enabled natural light to filter through the floors.

## STUDENTS TALK UPGRADED LIBRARY STUDY SPACE



“I think that the furniture is a nice improvement from what was in the library last year! The new carrels allow for as much space as you need. The light fixture with the USB is a great convenience, too. I can say that I am quite satisfied with my study experience in the library now. Thanks for renovating!”

» Dean, third-year undergraduate student

“I LOVE the new loungers that were put in the basement by the wall. I have literally been sitting here for 7 hours and I have to say I have never gotten so much uninterrupted work done while still feeling comfortable. I love how they are conveniently placed next to sockets (which also have USB ports for your phone, YAY!), and how they have large tables next to them for all the papers you may have.”

» Ann, third-year undergraduate student

“I really like the furniture! The carrels are a good height and the walls are not too high or confining. Also, these lights are so sleek! I love the second floor now!”

» Stephanie, first-year undergraduate student

“Overall, I’m a big fan. The library feels more open and brighter thanks to the new furniture. It’s a lot less gloomy spending long amounts of time in here.”

» Hannah, second-year undergraduate student

“I personally LOVE the setup in the library! The chairs are super comfortable and do not cause back pain. On top of that, the carrels are a great size, there’s space for my laptop, notebook, textbook, pencil case, and FOOD. The library’s like my second home, so I’m super happy with the furniture.”

» Janushi, first-year undergraduate student



# THE LOWER LEVEL



The above photos show the extensive changes renovations have made to our lower level. The photos show new study carrels, soft-seating, as well as standing-height desks.



# THE SECOND FLOOR



The photos below show a variety of spaces on the second floor including the new Archival & Special Collections seminar room, exhibit room, and new study carrels.



Photos by George Qua-Enoo



# INAUGURAL EXHIBIT LAUNCHES IN NEW ARCHIVAL & SPECIAL COLLECTIONS SPACE

## FROM GLEN NOTES TO WAR NOTES: A CANADIAN PERSPECTIVE ON THE FIRST WORLD WAR IN *RILLA OF INGLESIDE*

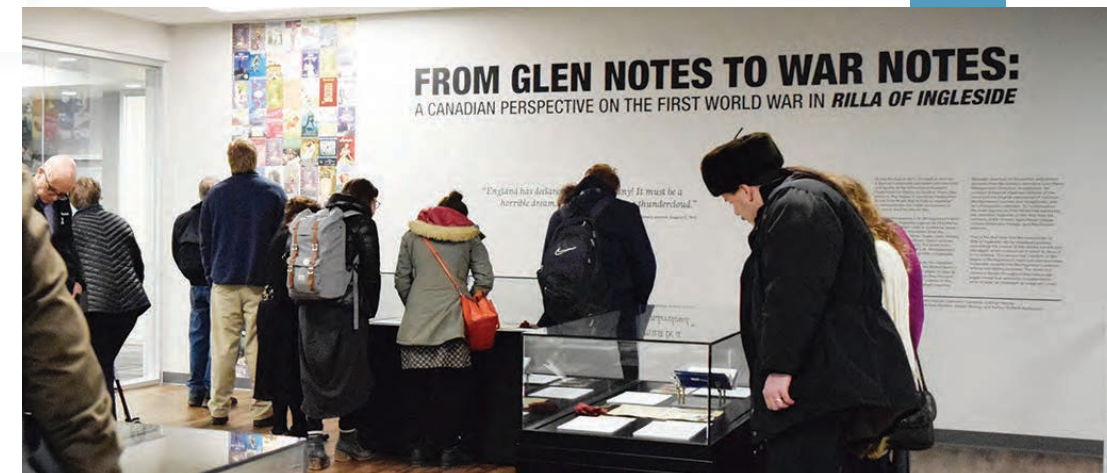
The recent renovations in the library have changed the way exhibitions are viewed and presented at the University of Guelph. Archival & Special Collections (A&SC) now has a permanent exhibit gallery located on the second floor. The new design draws users into the space where they are encouraged to explore history through the archives. The inaugural exhibit, titled From Glen Notes to War Notes: A Canadian Perspective on the First World War in *Rilla of Ingleside*, launched in the new space on March 8, 2018.

A&SC partnered with students and faculty from the Department of History to co-curate an exhibit that commemorates the 100th anniversary of the end of the First World War and

examines Lucy Maud Montgomery's tenth novel against its First World War backdrop. "I loved working side-by-side with the students to create this exhibit. It was terrific to share ideas and to see the students' growth over the course of the semester," said Catherine Carstairs, chair, Department of History.

The exhibit highlights perspectives on the war from seven characters in Montgomery's book. Six cases were curated and focused on: lost youth, the home front, the battle front, war poets, pacifism, and Montgomery's creative process in writing the last book in the *Anne of Green Gables* series. Materials for the exhibit were primarily selected from the library's L.M. Montgomery Collection. "L.M. Montgomery's masterpiece, *Rilla of Ingleside*, allows one to experience the large range of emotions associated with the tumultuous years of the First World War," said Melissa McAfee, special collections librarian, A&SC.

The *Rilla of Ingleside* manuscript was on display the first time publicly in its entirety for the duration of the exhibition. Its pages were turned twice daily so the entire manuscript could be viewed. Emily Woods, a retired teacher from Guelph, donated the manuscript to U of G. The manuscript was given to Woods as a gift from a member of the Montgomery family during the late 1960s.



Since its publication in 1921, *Rilla of Ingleside* has never been out of print.

Members of the curatorial team included, Catherine Carstairs, chair, Department of History; Kathryn Harvey, head, A&SC; Keshia Krucker, a fourth-year

history major; Kesia Kvill, a PhD history candidate; Melissa McAfee, special collections librarian, A&SC; Abigail Murray, a fourth-year history major; and Ashley Shifflett McBrayne, library associate, A&SC.

## THE STUDENT EXPERIENCE

Through the experiential learning opportunities offered at the University of Guelph, I was able to take part in the curation of an exhibit. The experience was a truly inspiring component of my undergraduate studies. This was an interactive way for me to immerse myself in all things Lucy Maud Montgomery and the First World War.

Initially, the notion of curating an exhibit seemed daunting; however, alongside the other curators I learned the art of fusing research and creativity in a collaborative effort. Something that surprised me throughout this process was the community aspect of putting together an exhibit. I was able to interact with the Guelph community through exploring the McCrae House and Civic Museum while in the researching phase. In addition, our exhibit team consisted of both faculty and students working in tandem, which created a very knowledgeable and creative dynamic. During the research process and the launch of the exhibit, I met with fellow Montgomery enthusiasts, hearing of how her novels had impacted their lives.

In particular, meeting Mary Henley Rubio was quite meaningful as she is the woman largely responsible for the L.M. Montgomery Collection coming to the University of Guelph. The overall experience of curating an exhibit was very rewarding from interacting with Montgomery's scrapbooks and journals to delivering a speech during the unveiling of the exhibit.

» Keshia Krucker, student curator





# THE LIBRARY TAKES PART IN ALUMNI WEEKEND

WELCOMING ALUMNI HOME  
TO CELEBRATE THE PAST,  
PRESENT, AND FUTURE



This year, the library joined Alumni Weekend celebrations. The library hosted the first-ever Alumni Weekend Welcome Reception. “It was delightful to collaborate with the library for Alumni Weekend. The weekend is about remembering, reconnecting, and returning to where it all started. Not only did the Welcome Reception kick off a wonderful weekend of celebration, it brought together old friends in a space that represents the past, the present, and the future student experience,” said Annie Benko, associate director, Alumni Advancement, Alumni Affairs & Development.



The library also participated in Open Doors, an annual activity where alumni can roam the halls of buildings on campus, reminiscing about their time at U of G and seeing new advancements that have been made since their departure. “It was an honour to host alumni at the library in all facets this year—we are so happy to have been able to celebrate U of G with all those who were in attendance,” said Rebecca Graham, university librarian. Of the 100 attendees, more than half graduated after 1970, and would have called the McLaughlin Library home.

Alumni took part in self-guided tours where they had the opportunity to view and take part in activities in spaces throughout the library, including the Scholars Studio, the Media Studio, and Archival & Special Collections (A&SC). As a tribute to alumni visiting this year, A&SC prepared a small exhibition dedicated to U of G alumni. The cases focused on academics, social life, athletics, the library, and the cannon—a memorable and legendary artifact on campus.



# A NEW ADDITION TO EXAM STRESS BUSTERS PROGRAMMING—THE POSITIVE WALL

EASING EXAM STRESS  
ONE ACTIVITY AT A TIME



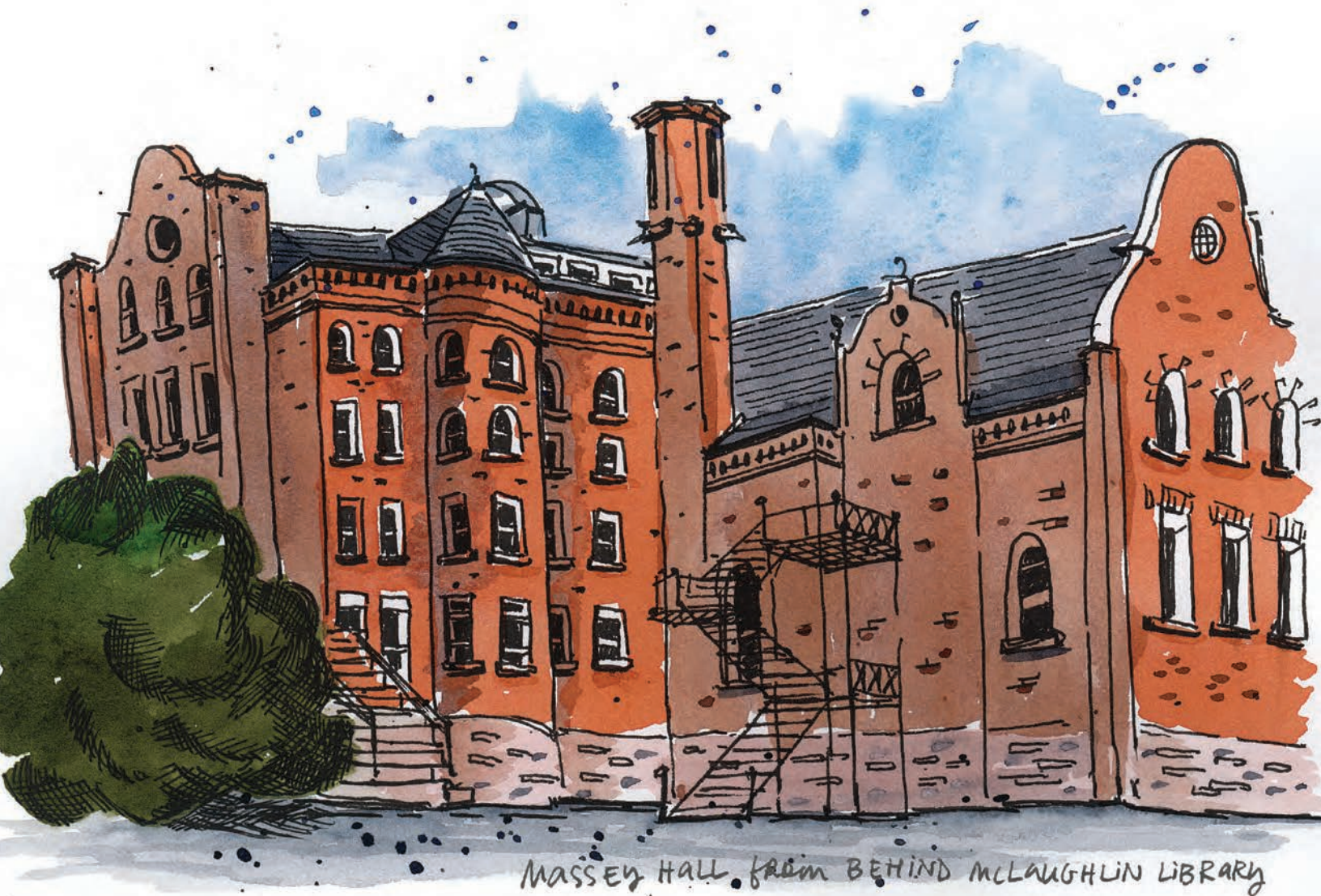
Since 2011, the library has been committed to creating an environment that supports campus in a variety of ways, and exam season is no exception. The exam period consists of some of the longest and most stressful times for students across campus, which is why the library is dedicated to giving students a break. The library works with other on- and off-campus partners to provide a variety of activities for students during the busy exam season.

With a new year came new developments, one of which was the positive wall—which stays up during exam time each semester. It is a place where students can leave words of encouragement for their fellow students—they are invited to take what they need and leave what they can. Colourful paper and pens are provided for students to write their positive messages. Once finished, the messages are displayed on a bulletin board on the first floor. “The past two semesters have been a great success. We’ll definitely continue doing it,” said Victoria Fritz, learning specialist, peer helper supervisor, Learning & Curriculum Support (L&CS) and chair, Exam Stress Busters Committee.

**VICTORIA FRITZ**  
LEARNING SPECIALIST, PEER HELPER SUPERVISOR,  
L&CS AND CHAIR OF THE EXAM STRESS  
BUSTERS COMMITTEE

I love being a part of Exam Stress Busters because it shows our support for students in a fun and creative way and highlights the many great partnerships we have on campus and beyond. I think it’s especially important to remind students how important their well-being is, and this is our way of letting students know it’s okay to take time for themselves and relax during exams. The university experience is about so much more than just grades!





Be a part of our story and help us advance library spaces, services, and resources for users.

Please consider donating today!

If you are interested in giving to the library, please contact:

JILLIAN SANTI  
Alumni Affairs & Development  
519-824-4120, Ext. 56963  
[jsanti@uoguelph.ca](mailto:jsanti@uoguelph.ca)  
[uoguelph.ca/giving](https://uoguelph.ca/giving)

