STUDENT SERVICES FEE REPORT

LEARNING COMMONS 2017-2018

UNIVERSITY of GUELPH

McLaughlin Library

LEARNING COMMONS

INTRODUCTION

The McLaughlin Library's Learning Commons is both a collaborative partnership and a physical location on the library's first floor. Together, Learning Commons units provide a range of academic support services in a central, highly visible location.

There are no user fees associated with these programs— all services and resources are free of charge for students.

This report describes the following library programs, which are presently subsidized by the Student Services Fee and are further funded by the library:

LEARNING SERVICES

SUPPORTED LEARNING GROUPS PROGRAM

WRITING SERVICES

ENGLISH-AS-AN-ADDITIONAL-LANGUAGE (EAL) SUPPORT

01. PLEASE TELL US WHAT SERVICES ARE SUPPORTED BY THE STUDENT SERVICES FEE

The Student Services Fee supports three units in the Learning Commons: Learning Services, Supported Learning Groups, and Writing Services.

LEARNING SERVICES

Through individual consultations, specialized programming, course-specific instruction, and print and online resources, Learning Services supports students at all levels in developing academic skills in areas such as effective group work, presentation skills, metacognition, exam preparation, critical reading, procrastination, perfectionism, and time management. To this end, we provide a range of collaborative programs to address the particular learning needs of specific cohorts of students. These programs include the Student Athlete Mentorship (SAM) Program, the Engineering Peer Helper Program, and the Academic Action Program.

SLG PROGRAM

The purpose of these peer-led weekly sessions is to provide students with the opportunity to become actively involved with the course content in historically-challenging courses. Together, the students review material, discuss readings, practice problem-solving strategies, and integrate study skills with the given concepts.

WRITING SERVICES

Writing Services supports students and faculty in becoming stronger, more confident writers. We offer individual consultations, group instruction, programming, plus print and online resources on academic writing across disciplines and genres.

ENGLISH-AS-AN-ADDITIONAL-LANGUAGE (EAL) SUPPORT

Part of the Writing Services unit, our EAL programs and services are the primary source of academic support for students in degree programs at U of G. We offer a comprehensive range of language programming, individual support, and resources to address the complex academic and cultural needs of English-language learners.

OUR STAFF

The Learning Commons team comprises 12 professional staff with in-depth training and expertise in learning, supplemental instruction, and writing:

- 1 Team Head
- 3 Unit Managers (Learning, SLG, Writing)
- 1 English-as-an-Additional-Language Specialist
- 3 Learning Specialists
- 1 SLG Peer Supervisor
- 1 SLG Program Assistant
- 2 Writing Specialists

At Guelph, there's an enduring tradition of achieving one's potential by helping others achieve theirs. The 100+ student staff in the library understand that their Peer Helping experience is their education. I'm fortunate to work with some of the brightest, most capable students here in the Learning Commons. I know that their work with thousands of other students perpetuates the spirit of mutual support that makes Guelph a fine place to work, study, and live."

KIMM KHAGRAM, ACTING HEAD, SUPPORTED LEARNING GROUPS

OUR STUDENT TEAM

A core part of our support is provided by our strong student team. More than 100 Peer Helpers, Student Athlete Mentors, Writing Support TAs, and work study students help us serve thousands of students a semester while participating in a variety of experiential learning opportunities. The student team in 2017-18 included the following:

- 10 Engineering Peer Helpers
- 15-17 Learning Peer Helpers
- 41 Supported Learning Group Peer Helpers
- 14-20 Writing Peer Helpers
- 11 Writing Support Teaching Assistants
- 14 Student Athlete Mentors
- 2-4 Work Study Students

02. WHAT OUTCOMES ARE YOU TRYING TO ACHIEVE WITH THESE SERVICES?

The Learning Commons, which includes Learning Services, Supported Learning Groups (SLGs), and Writing Services, provides academic support to students and instructors across campus. Taking a strengths-based and learner-centred approach, we focus on supporting students at all levels in achieving their academic goals and developing their skills in critical reading, writing, and thinking. To this end, we provide a range of services and resources that promote both engagement and retention, including individual appointments, targeted programs, and online and print resources. We are also one of the largest sites of experiential learning on campus, providing a wide variety of challenging, meaningful, and well-supported learning experiences for more than 100 students across the disciplines.

To support faculty, we provide advice and strategies to incorporate the development of learning and writing skills in the curriculum and in class activities. We also support faculty in the Faculty Writing Retreat and the Course Re-Design Institute (offered in collaboration with Open Learning and Educational Support).

Drawing from the 2012-17 Learning & Curriculum Support Team Strategic Plan, our units are focusing on four key strategic directions to support student success:

GO ONLINE: REACHING OUR USERS WITH NEW FORMATS AND MEDIA

Learning Commons staff continue to play significant roles in the development of library guides, online guides for specific courses, disciplines, and topics. As well, staff have continued to contribute to the development of the Virtual Learning Commons (now renamed the Digital Learning Commons) so as to enhance our ability to connect with students via the library website, social media, and CourseLink.

ENGAGE WITH OUR COMMUNITY: LEARNING ABOUT THE CHANGING NEEDS OF OUR USERS

Our collaborative partnerships with campus and external partners have enhanced our ability to engage with students and other stakeholders. Some of our current partners include Open Ed, the Department of Engineering, the Department of Athletics, Ontario Online, University of Waterloo, and Wilfrid Laurier University.

DECIDE AND DESIGN WITH DATA: MAKING ASSESSMENT AN INTEGRAL PART OF DECISION-MAKING

The Library Educational Assessment Group has gathered information about the assessment process of each library unit, with the intention of streamlining our assessment tools and procedures. Learning Commons staff have also developed learning outcomes and assessment measures for all programs and services.

COMMIT TO ONE MESSAGE: DEVELOPING A CONSISTENT IDENTITY AND OUTREACH STRATEGY

Working closely with the library's Communications team, the Learning Commons has developed branding standards and shared marketing materials. Learning Commons staff contribute to the library's outreach strategy through participation in the library's Social Media Committee, Undergraduate Orientation Committee, and other venues for communication with students and faculty.

The library has recently released its Strategic Priorities 2017-2020, and the Learning Commons units will report on their alignment with these priorities in future reports.

03. WHAT IS THE DEMAND FOR THESE SERVICES, (PROVIDE EVIDENCE) AND HAS IT CHANGED OVER THE PAST TWO YEARS?

The Learning Commons continues to serve a large and diverse population of students and instructors. Below is a summary of our service interactions for 2017-18, followed by a description of unit highlights and high-demand activities and resources.
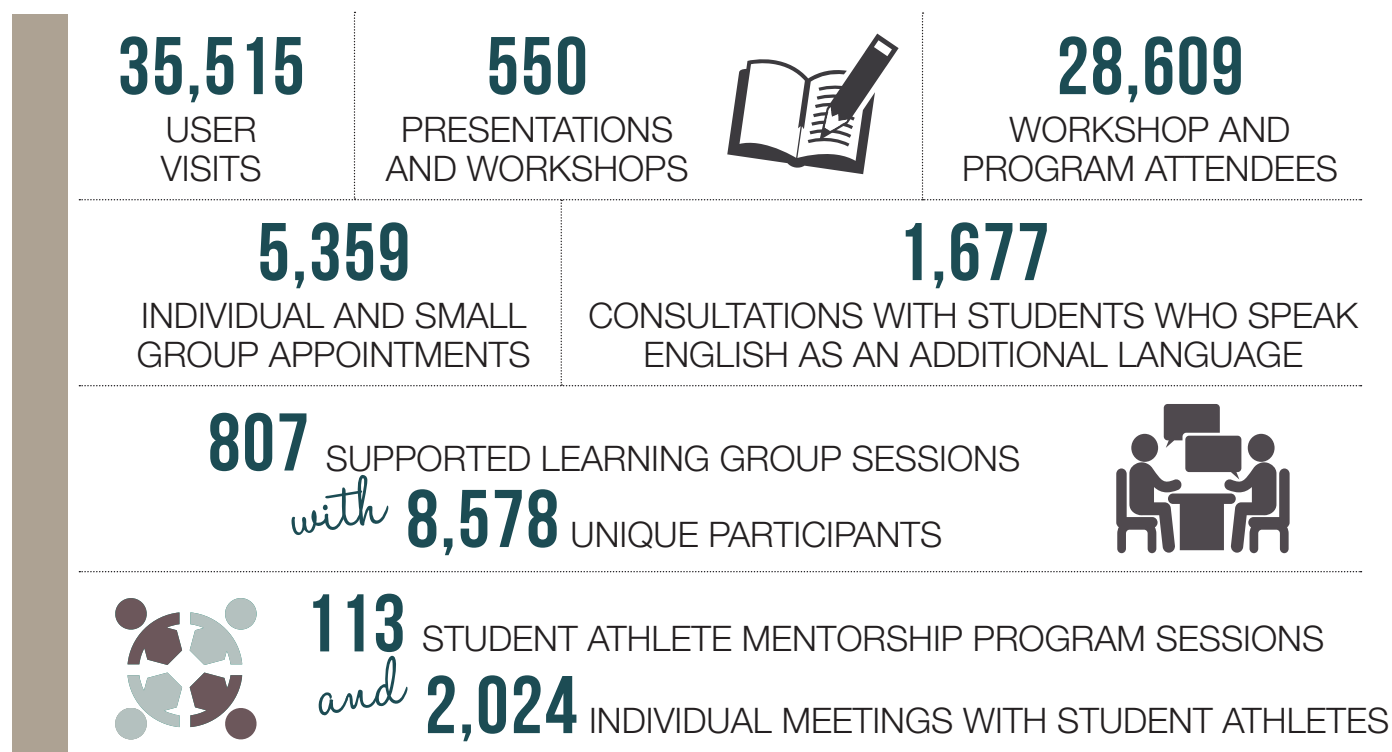
35,515 USER VISITS

550 PRESENTATIONS AND WORKSHOPS

28,609 WORKSHOP AND PROGRAM ATTENDEES

5,359 INDIVIDUAL AND SMALL GROUP APPOINTMENTS

1,677 CONSULTATIONS WITH STUDENTS WHO SPEAK ENGLISH AS AN ADDITIONAL LANGUAGE

807 SUPPORTED LEARNING GROUP SESSIONS with **8,578** UNIQUE PARTICIPANTS

113 STUDENT ATHLETE MENTORSHIP PROGRAM SESSIONS and **2,024** INDIVIDUAL MEETINGS WITH STUDENT ATHLETES

Table 1. Learning Commons workshop and program attendees

Program Participation	Writing	Learning	SLG	SAM	Total
Undergraduate	3,204	4,026	8,578	5,857	21,665
Graduate & Faculty	4,420	942			5,362
EAL	1,582				1,582
Total participants	9,206	4,968	8,578	5,857	28,609

The different units and services have experienced and responded to changes in demand in a variety of ways. We describe these in greater detail in Question 4.

04. IF THERE WAS SIGNIFICANT CHANGE IN DEMAND, HOW HAS THE UNIT RESPONDED?

As Figure 1 shows, demand for individual consultations has increased steadily over the past five years, with a 20% increase in number of appointments in the last year alone. This growth in demand is a positive sign, both of students' awareness of this service and of their proactive approach to improving their skills. We are encouraged to see so many students taking the opportunity to reflect on and talk about their writing and learning strategies, and we continue to promote this support not as a remedial service, but as an opportunity for personal improvement and growth.

To meet the demand for individual consultations, we have taken a number of steps:

• increasing the number of Writing Support TAs, Writing Peer Helpers, and Learning Peer Helpers
• moving all writing appointment booking to our online system (which has increased utilization substantially)
• offering students the option of either 30- or 60-minute writing consultations
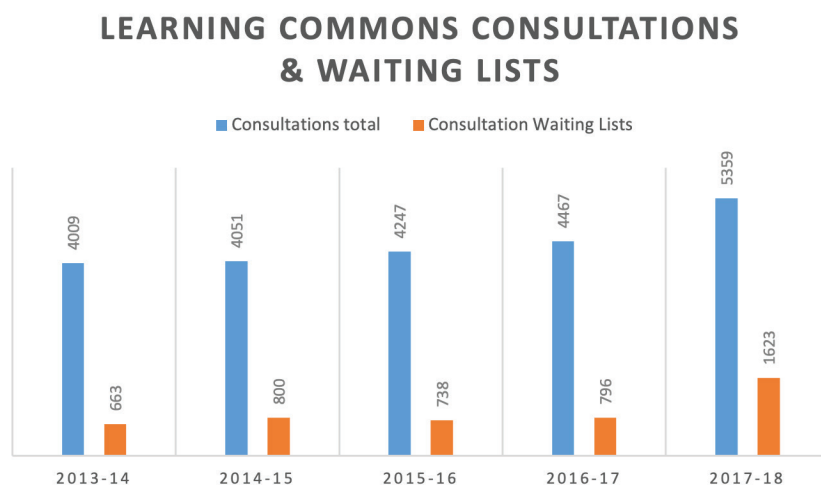• maintaining a waitlist that notifies students when writing appointments become available

LEARNING COMMONS CONSULTATIONS & WAITING LISTS

■ Consultations total   ■ Consultation Waiting Lists

Year	Consultations total	Consultation Waiting Lists
2013-14	4009	663
2014-15	4051	800
2015-16	4247	738
2016-17	4467	796
2017-18	5359	1623

Figure 1. Learning Commons Consultations and Waiting Lists 2013-18

DEMAND: UNIT HIGHLIGHTS

LEARNING SERVICES

Course-specific programming in Fall semesters has increased 70% overall since 2014, driven largely by increases in graduate programs, which have tripled during this period.

Consultation numbers have fluctuated over the years, but we saw an 80% increase in 2017-18 compared to 2016-17.

SLG

We held 807 Supported Learning Group Sessions, for a total of 8,578 interactions with students in SLGs. This model accommodates fluctuations in attendance with little impact to staffing or other resource requirements.

An additional emerging demand is our support for OpenEd's English Language Program, as part of its new Integrated Admissions Pathway (IAP) for international students. In Winter 2018, we began planning to pilot a "writing support group" for a sheltered section (for IAP students only) of ENGL 1030 – Effective Writing. The project is being piloted in Fall 2018, and will be described in greater detail in next year's report. If the pilot becomes an ongoing program, we will need to revisit our staffing and training plans.

WRITING

Writing consultations continue to be our highest demand service. We conducted 4,639 writing consultations, an increase of more than 13% from the previous year. At the same time, 1,623 users registered on waiting lists in 2017-18. Although this number is high, many students on the waitlist do get appointments; the waiting list allows us to notify students of openings as they arise and reduces the number of unused appointment times due to last-minute cancellations.

Applications for Dissertation Boot Camp continue to exceed the number of spaces available. To accommodate additional participants, we have doubled the number of spaces from 15 to 30 per offering. We continue to prioritize applicants based on need, while encouraging students we cannot accommodate to attend Brain Food Writing and Research workshops, which have also been expanded.

"Nasser (French Writing Support TA) has helped improve my French immensely this semester! In addition to correcting my work, he teaches me what the errors are and how to fix them. Nasser always takes the time to understand what I am trying to say and helps me find the best possible way. He notices trends in my writing so I can edit the rest of my paper after our appointments. Thank you, Nasser for helping me take control of my French language and writing!"

- French writing consultation participant

In-course workshops

Comments and feedback from faculty indicate that they appreciate the expertise and professionalism of our staff members in their courses. In feedback surveys for Writing Services, 88% of instructors strongly agreed and 12% agreed that the content of in-class workshops was valuable and relevant to participants.

One instructor noted, *"I will absolutely be recommending that the department starts incorporating Writing Services workshops into the Chemistry curriculum."*

SLG Program

Tracking course completion and course grade information is an essential component of the Supported Learning Groups model. Patterns of attendance at SLG sessions and final course grades of SLG attendees compared with non-attendees are reported back to participating course instructors, department chairs, and Deans. Historically, these data show that students see SLGs as helpful from both a content mastery and study skills development perspective.

As in previous years, approximately 95% of students who completed End-of-Semester surveys in SLG sessions in 2017-18 rated the quality of their experience as "Excellent" or "Great" (5 or 4 on a 5-point scale respectively).

"I keep coming back because SLGs help to summarize everything going on in the course."

- SLG participant

"My time as an SLG leader has provided me with many skills that can be applied to my own personal and professional life. I have built many meaningful relationships within the program [which] have made me more communicative with others. SLGs have taught me that one of the biggest parts of being a leader is inspiring, encouraging and supporting others. I am able to consistently re-evaluate my abilities and learn from others to better myself ever further."

- SLG leader

SEMESTER-LONG PROGRAMS
Student Athlete Mentorship Program

295 unique student-athletes, including those in first year and those on academic probation, attended the Student-Athlete Mentorship (SAM) Program for 13,423 hours and met with their mentors 2024 times. In 2017-18, 113 SAM sessions ran for 28 hours/week, with an average of 50 students attending each session.

"My mentor was a great influence, she helped me with a lot of my courses and keeping me on track with all my assignments! Having someone who is easily accessible helped me out tremendously."

- SAM Program participant

ENVIRONMENTAL FACTORS INFLUENCING DEMAND

DEMAND FOR ACCESSIBLE RESOURCES IN A VARIETY OF FORMATS

To provide learners with easily accessible resources across formats, the Learning Commons has developed the Digital Learning Commons, an extensive collection of videos, infographics, and printable pdfs. These resources are available through the website www.learningcommons.lib. uoguelph.ca, and are promoted to users through the YouTube Channel and Library Guides platforms described below.

YouTube Channel

The library has its own YouTube Channel (UoGLibrary), which now has more than 100 YouTube videos. Usage of the library's YouTube Channel has grown tremendously, with 90,099 views for a total watch time of 119,543 minutes in 2017-18. The library's top five videos are those developed by Learning Commons staff:

| YouTube Video	Views
How to Create a Concept Map	38,437
How to Read an Article	7,916
Cite Your Sources: When / Why to Cite	4,327
Understanding and Avoiding Plagiarism: Types of Plagiarism	3,966
How Coachable Are You?	1,750

YouTube total views
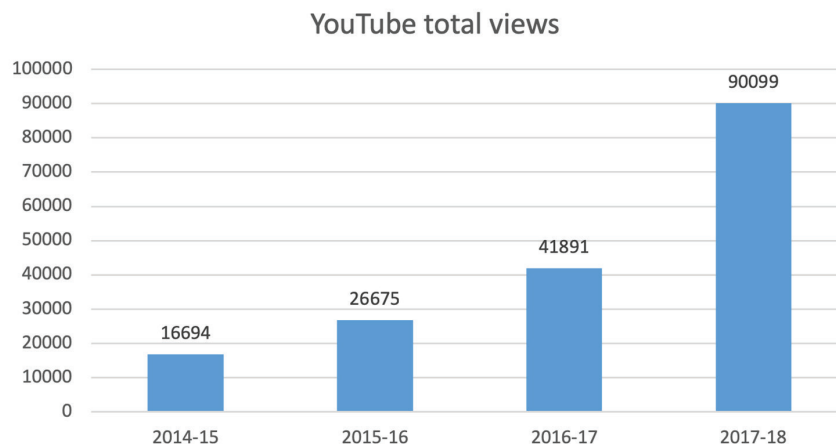
Library Guides

The Learning Commons has also contributed extensively to the library's collection of course- and topic-specific guides, helping extend the reach of these resources. These guides are available through the library website and on CourseLink. In addition, this year, there is an additional option for instructors to add course guides to their electronic reserve lists, which has also increased the visibility of the guides.

2,000+ Published Guides

198,550 Views

LibGuides total views

Year	Views
2014-15	37,313
2015-16	68,514
2016-17	147,599
2017-18	198,550
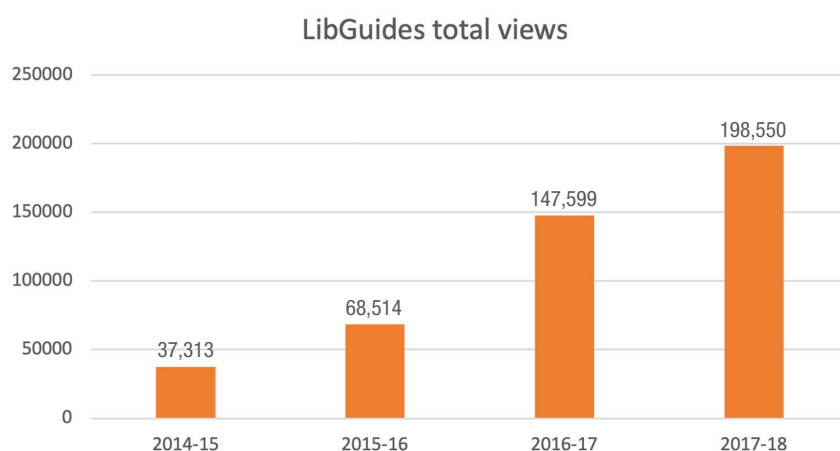
The most popular guides include:

Library Guides	Views
Cite Your Sources: APA	41,863
Cite Your Sources: Chicago Notes & Bibliography	10,542
HIST 1250 - Science and Technology in a Global Context	9,847
Cite Your Sources: MLA	8,439
MGMT 1000 - Introduction to Business	4,601

MENTAL WELLNESS

Mental wellbeing and mental wellness are increasing concerns among our student visitors and student staff. We are taking a multi-pronged approach to increase our awareness of and support related to these issues:

Increased training for professional staff

In 2016-17, all professional staff completed the online module More Feet on the Ground and the in-person training Beyond the Books. Several staff have also completed SafeTalk training in suicide awareness and Mental Health First Aid, a two-day training program developed by the Mental Health Commission of Canada. In addition, two of our staff members are certified in ASIST (Applied Suicide Intervention Skills Training).

Increased training for student staff

All of our undergraduate student staff complete the online module More Feet on the Ground as part of their training, and professional staff have provided a SafeTalk training session for student staff. In addition, Learning Commons student staff planned a Peer Wellness Conference in February 2017. At this conference, Learning Commons student staff led a number of concurrent sessions for fellow student staff on student wellness.

Increased emphasis on mental wellness through Learning Commons programs

Learning Services developed the Control Academic Stress workshop series as a direct response to the increased needs for mental wellness support related to academic issues. This workshop series has promoted the connection between mental wellness and positive academic habits. In addition, a Learning Commons staff member chairs the Exam Stressbusters Committee, which collaborates with partners across campus to promote self-care during and before exams.

DIVERSITY AND INCLUSION

With an increasing awareness of the importance of making our spaces and services more inclusive, our units have expanded training and activities. With consideration of the University's Inclusion Framework, staff from Diversity & Human Rights and Aboriginal Resource Centre conducted active learning sessions to help Writing Services student staff better understand and accommodate the diverse needs of our student population. The SAM program participated in a Bridges Out of Poverty session, to learn more about the social and economic impact that poverty has on individuals and our community.

COMMUNITY ENGAGEMENT

Learning Commons staff play an active role each year in reaching out to thousands of prospective students and their families through events coordinated by Admissions and Student Affairs, including:

Student Staff Training

Learning Commons staff served the broader University of Guelph community by providing training for more than 200 Residence Life Staff and other student staff in 2017-18, including:

- Orientation Volunteers
- Academic Cluster Leaders
- Residence Assistants
- Peer Helpers

Outreach to New Students and Families

Learning Commons staff play an active role each year in reaching out to thousands of prospective students and their families through events coordinated by Admissions and Student Affairs, including:

- Resource Fair during the President's Welcome to Families
- Campus Day
- Student Academic Open Houses
- Fall Preview Day
- Science and Engineering Sunday

Writers Workshop

The popular Writers Workshop, a free event showcasing writing experts from the campus and community, was held in March 2018. This two-day event was open to the public and drew an audience of more than 900 participants from the campus and community.

05. PLEASE PROVIDE EVIDENCE THE SERVICE IS MEETING ITS OUTCOMES

To assess our effectiveness in meeting our outcomes, and to drive continuous quality improvement, we use a variety of assessment strategies:

- Surveys and questionnaires completed after workshops, programs, and consultations
- Student reports of self-efficacy and increased confidence
- Focus groups, interviews, and usability testing with target stakeholders
- Student grades and self-reports of academic performance
- Participants' graduate completion times

These data are carefully considered in our decisions about what programs to continue offering and in what format. Findings are reported in internal summaries and, where appropriate, in conference presentations and in reports to course instructors, department chairs, and Deans.

Below is a cross-section of quantitative and qualitative feedback gathered about our major services and programs:

INDIVIDUAL CONSULTATIONS

Students consistently report that individual consultations are a valuable learning opportunity for them to gain new skills and increase their confidence.

Learning consultations

In 2017-18, 97% of surveyed students reported that they would try one or more of the strategies discussed in their Learning Services consultation.

"Incredibly helpful service. My consultant was attentive and very personable [and] gave really helpful tips for studying and note taking. Not only did we discuss study tactics, but we actually made a calendar-based plan I can utilize to successfully study for my exams... I feel much more confident about exams now. Thank you!"

- Learning consultation participant

Writing consultations

In data collected from more than 3,000 writing consultation surveys in 2017-18, respondents reported that they were very satisfied (89%) or satisfied (11%) with the help they received. These students were also asked to rate the following statement: I feel confident I can use the strategies I learned to improve my academic writing. 89% strongly agreed and 11% agreed.

"Thank you for the handouts. Very good session with clear calm effective communication. I feel so much more confident going forward on this project! I'm very grateful for the feedback and discussion that came from my appointment."

- Writing consultation participant

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- SLG leader

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"My mentor was a great influence, she helped me with a lot of my courses and keeping me on track with all my assignments! Having someone who is easily accessible helped me out tremendously."

- SAM Program participant

Academic Action Program

This semester-long program matches students with a Learning Services staff member or Learning Peer Helper, who serves as their academic coach. Students meet every 2-4 weeks with their academic coach to set goals, hone their time management skills, and develop effective study strategies. In 2017-18, 52 students applied to the program in the fall or winter semester. 75% of survey respondents who participated in the program indicated that the program helped them decrease their stress, 88% indicated that the program helped them increase their confidence, and 93% indicated that the program helped them increase their motivation.

Talk like an Academic/ Write like an Academic

These two series, Talk like an Academic (7 sessions) and Write like an Academic (6 sessions), are designed to help EAL graduate students develop English communication skills and confidence for speaking and writing in different academic communication contexts. In Talk like an Academic for Winter 2018, 100% reported an increased confidence in their abilities, with 50% of those indicating that they could immediately use what they learned, and the other 50% feeling that they would also want further instruction or practice.

"The instructor's presentations were very illustrative and there were always examples on how to use the words or the expressions that we were discussing in class. I think that the opportunity to express ourselves in English is a very good feature of this course."

-Talk like an Academic participant, Winter 2018

Pronunciation Group

Pronunciation Group is offered in four parts throughout the year to provide an opportunity for graduate students with English as an additional language (EAL) to practice their English pronunciation. The four programs focus on sounds, words, sentences, and dialogues. In Winter 2018, 100% reported an increased confidence, with 67% of those indicating that they could immediately use what they learned, and the other 33% feeling that they would also want further instruction or practice; 100% also indicated that attending the program was a valuable use of their time.

WEEK-LONG PROGRAMS
Dissertation Boot Camp

This intensive five-day workshop helps graduate students develop effective writing strategies and habits to help them finish their graduate theses in a timely manner. Regardless of their writing stage during DBC, Masters-level students tend to successfully defend within 1.5 semesters after completing a DBC program, and PhD students tend to successfully defend within 3.5 semesters after completing a DBC program. Respondents also consistently indicate a significant increase in skills, knowledge, and self-efficacy after participating in the program.

"I attended the most recent DBC in the library, and I just wanted to say thanks for running such a great workshop! I've been incorporating a lot of things we discussed throughout the week into my writing habits as I try to get everything finished in time to graduate this summer. The weekly/daily goals and the daily writing logs have proved to be a really great way to keep myself focused and on-track day to day; much more than I was anticipating."

- DBC participant, Winter 2018

EAL Grad Writing Camp

This one-week program supports 30 participants in improving their academic writing through workshops, peer editing, and staff writing consultations. 93% of participants reported that attending the camp was a valuable use of their time. In Spring 2018, 92% of participants reported that their confidence in using writing and editing strategies had improved, with the other 8% stating that they had already felt confident.

WORKSHOP SERIES

Brain Food Graduate Writing and Research Workshops

These half-day workshops provide students with strategies for approaching the thesis and dissertation process with confidence. In Fall 2017, Brain Food expanded from a series of three three-hour workshops to five three-hour workshops. This expansion allowed for the inclusion of new sessions requested by Brain Food participants. In 2017-18, 380 students attended one or more Brain Food workshops.

On average, participants rated the program's usefulness 4.18 (from 1=not at all useful to 5=extremely useful) in 2017-18.

"I got a lot out of these workshops and appreciate all the help and resources available."

"Before the workshop I was totally overwhelmed with my research proposal and now I am actually excited to start."

- Brain Food participants

Presentation Boot Camp

This intensive workshop gives graduate students an opportunity to hone their presentation skills through practice and feedback. 91% of surveyed participants noted that their confidence increased and 94% found the workshop useful or very useful.

"This was very helpful. I feel much more comfortable and will be using library services in the future to prepare for my defense!"

- Presentation Boot Camp participant, Winter 2018

Control Academic Stress

This new series of three workshops was offered for the first time in March 2018. The workshops supported 61 participants in developing skills to cope with academic stress at the end of the semester. Participants noted that they had developed a better understanding of such things as efficient study strategies, campus resources for students experiencing stress, and the differences between stress and anxiety.

06. ARE THERE ADDITIONAL PROGRAMS YOU WOULD LIKE TO OFFER DUE TO NEW NEEDS BEING IDENTIFIED BUT ARE UNABLE TO DO SO BECAUSE OF LIMITED RESOURCES OR PERSONNEL? PLEASE DESCRIBE

The lack of an administrative staff person has hampered our units' ability to respond fully to student needs. With stable administrative support, Writing Services and Learning Services could:

Increase the number of offerings of Dissertation Boot Camp, Presentation Boot Camp, and the Brain Food Research & Writing Series, and offer program- and college-specific versions of these programs

Expand Exam Stress Busters to include midterm support

Accommodate additional participants in the Academic Action Program

Develop new workshops on grant-writing and proposal writing

Increase our development of accessible online resources

While we currently have support from Work-Study students, a request for administrative support is being considered as part of our ongoing library staffing planning. We are also working with other teams in the library to explore other options for meeting administrative needs.

We are also at capacity in terms of the number of EAL students we can accommodate in our programming and individual consultations. An additional EAL Specialist would allow us to increase the number of offerings of programs and reduce class sizes to a more ideal size (15-20) for language learning. As noted above, we have included this request in our staffing plan.

07. ARE THERE ANY PROGRAMS WHICH YOU FEEL SHOULD BE REDUCED OR ELIMINATED (E.G. DUE TO DECLINING DEMAND OR NEED TO PROVIDE OTHER SERVICES THAT ARE A HIGHER PRIORITY)? CAN RESOURCES BE REALLOCATED TO OTHER ACTIVITIES IN YOUR AREA?

The decision to reduce or eliminate programs or services is always a difficult one. On a regular basis, we have to think about how best to use our available staff and resources to meet student needs. In our decision-making about program changes, we consider a variety of factors:

Student demand as expressed through attendance statistics

Student feedback in service and program evaluations (both quantitative ratings and qualitative feedback)

Staff evaluations of the time required to plan and offer programs relative to the return on investment

Advice from our student staff and Peer Helpers, based on their experiences working with students and their own experiences as students

Team workload and library priorities

Weighing this information, the Learning Commons units identified several programs for reduction going forward:

Night of the Living Essays (one-night event) has been put on hiatus due to high administrative input and low attendance at the most recent offerings.

HIST*1010 and PSYC*3290 SLG sessions have been eliminated. HIST*1010 no longer meets the SLG program threshold for a high-risk course, and PSYC*3290 SLG sessions had low student demand.

Beginning in Fall 2017, Presentation Boot Camp will only be offered in the winter and summer semesters due to staff workloads and competing demands.

Generic workshops for undergraduates have been phased out due to declining student demand, and these have been replaced by a greater number of individual consultations and in-class instructional sessions.

PLEASE CONFIRM IF THE UNIT CHARGES USER FEES

No, we do not charge any user fees.

RESPECTFULLY SUBMITTED

Kim Garwood | Acting Head, Learning & Curriculum Support

MEMBERS OF SSF ADVISORY GROUP FOR THE LIBRARY:

Jessica Yu (Chair) | Undergraduate Student, Learning Peer Helper

Natalie Clarke | CSA VP Academic

Rishi Dubey | Undergraduate Student, SLG Peer Helper

Sebastian Lathangue | Undergraduate Student, AskUs student staff

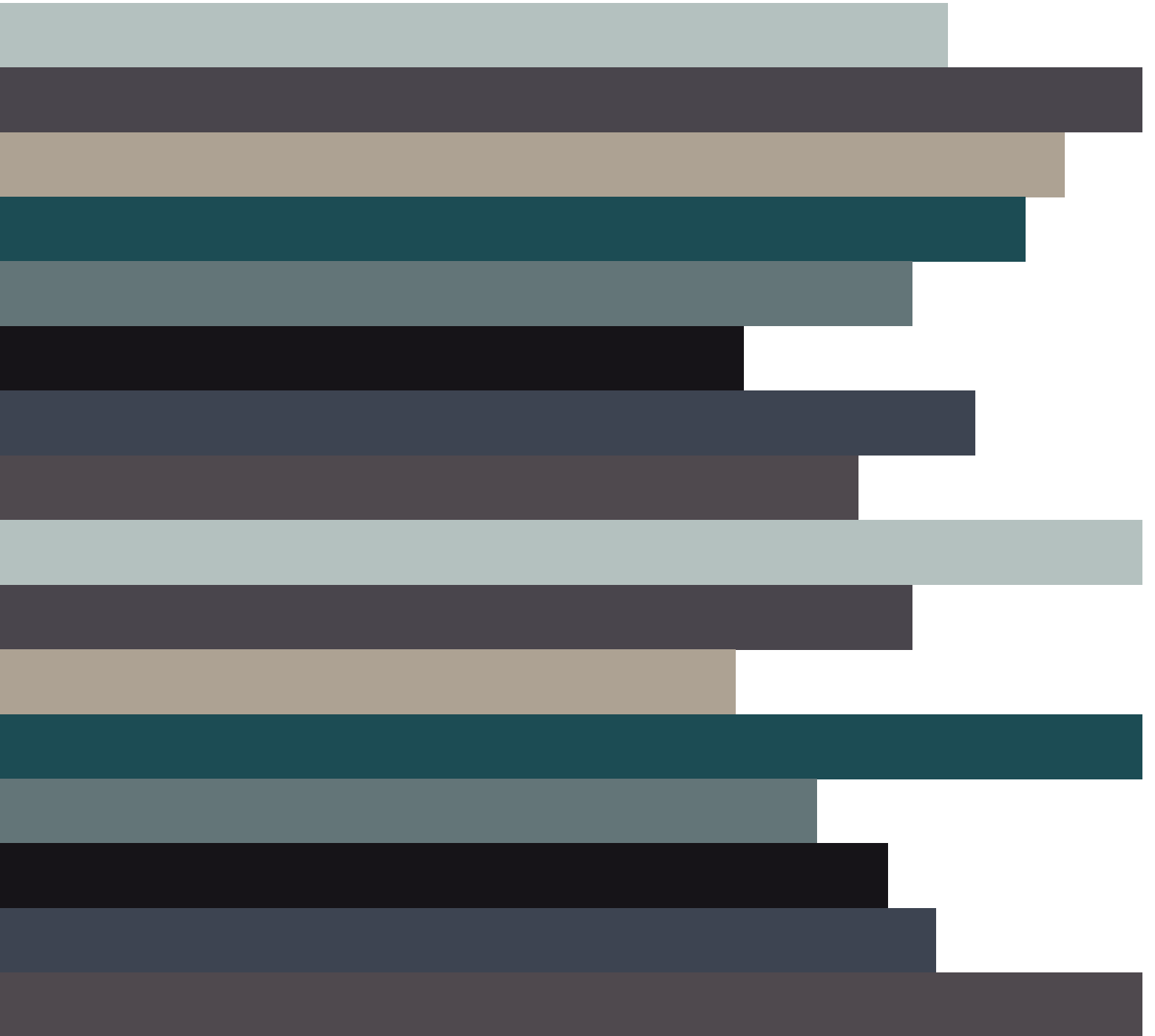**Joannah O'Hatnick** | Staff Representative

Min Young Kim | GSA Representative

Alessia Ursella | Graduate Student, Writing Support TA

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