Robert Gillespie Academic Skills Centre (RGASC)

Annual Report 2017/2018

Updated: May 22, 2018
Presented to RGASC Advisory Committee: May 22, 2018

The RGASC's Mandate

The mandate of the Robert Gillespie Academic Skills Centre is *to support and promote teaching and learning in a range of contexts across UTM*. For students, the RGASC is a resource for developing academic skills through individual appointments and group-based initiatives. For instructional staff and faculty, the Centre is a partner in teaching and learning activities ranging from course and program design to implementation and to the assessment of a given intervention's impact.

Faculty and staff appointed at the RGASC have a range of specializations, including academic peer support, academic writing instruction, educational development, English language learning, numeracy, scientific literacy, and supplemental instruction. This diversity of experience and expertise enables the Centre to collaborate productively with partners from across the disciplines and campus, who bring with them a varied and diverse set of teaching and learning objectives.

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Introduction

This document reports on the programming and different forms of academic support provided by the RGASC between 01 May 2017 and 30 April 2018. It also provides a brief overview of the scholarship conducted at the RGASC that informs, advances, or assesses the efficacy of its programming.

The purpose of the Annual Report is to present RGASC stakeholders with the information they need to offer feedback on the kind of programming and academic support the Centre provides to the teaching and learning community at the University of Toronto Mississauga (UTM). This document has not been written for the purposes of assessment or self-promotion.

The RGASC Advisory Committee[1] was struck in Fall 2015 with a dual mandate: to facilitate communication between the RGASC and its stakeholders, and to help ensure that the RGASC provides programming and support that genuinely respond to its stakeholders' needs. The Annual Report is intended to provide that Committee with the necessary information to fulfill the terms of its mandate. More generally, the Report is written to facilitate communication between the RGASC and all those members of the University of Toronto community for whom the Centre provides programs and services.

This year's Annual Report is organized into five sections: 1) General Undergraduate Support; 2) Core Focus Areas; 3) Programs; 4) Course Teaching (new this year); and 5) Collaborative Programming. Wherever possible, it offers both a quantification of the results of RGASC programming and qualitative feedback from our stakeholders. We hope this information will not only inform our stakeholders about the RGASC's activities over the past year, but also inspire a community-wide discussion about the reach, impact, relevance, sustainability, affordability, and scalability of RGASC programming more generally.

A common theme running through this Report is "growth." Over the last few years, and especially during the last 18 months, the RGASC has expanded considerably. We continue to hire more faculty and staff (permanent and contract), offer an increased number of programs and services, and provide a greater variety of options for our stakeholders to access teaching and learning support. Perhaps most importantly, we are participating in an increased number of collaborative initiatives with new and established partners on campus that expand the Centre's reach in significant ways.

While we do not report on finances here, it is worthwhile noting that this growth has been made possible by an increase in financial resources from the Office of the Dean. It is also important to observe that the growth the RGASC has experienced with regards to programming, new faculty, and new academic staff, has not yet been matched by an increase in administrative support. As a result, the workload of our administrative staff has increased

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[1] The Terms of Reference for the RGASC Advisory Committee are posted on the RGASC website (https://www.utm.utoronto.ca/asc/our-mission-0/rgasc-advisory-committee). Information regarding this year's Committee membership is also included in Appendix A of this Report.

significantly over the past few years, with the most dramatic changes occurring in the past academic year. Growth fatigue is palpable throughout the Centre but is most acute in the Front Office where the number of permanent administrative staff has not kept pace with the expanded offerings in the rest of the Centre. Addressing this challenge is the most pressing concern for the upcoming year.

The reader should know, as well, that the RGASC will be moving into a new (much larger!) space on the third floor of the new North Building in the summer of 2018. The opening of the North Building and move to this new space will improve working conditions at the Centre and make it easier to plan and deliver some of our programming. As we prepare for this move, we are also engaging in serious discussions regarding the organizational structure of the Centre. (For more information regarding these potential changes, see the discussion of Organizational Structure on page 6, below.) The pending move together with the proposed changes to the Centre's organizational structure are logical responses to the growth documented in the pages below.

The RGASC greatly values feedback from all of its stakeholders. Comments about this Report can be forwarded via email or telephone using the contact information below; readers are also very welcome to drop by the RGASC in person to set up an appointment with an RGASC faculty or staff member.

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RGASC Mission

The RGASC is a hub for academic skills development on the University of Toronto Mississauga campus and has a dual mandate: to support instructors and teaching assistants in their efforts to implement best practices in teaching and learning, and to support students in their efforts to enhance their academic skills and increase their understanding of their disciplines.

The RGASC works collaboratively with faculty and teaching assistants to help create the best possible environment for learning in classes, labs, and tutorials. It also directly provides academic support to students through a variety of programming channels, including one-on-one appointments, co-curricular courses, workshops, and peer-facilitated study groups.

In order to fulfill its mandates, RGASC faculty and staff maintain active research programs, often by collaborating with disciplinary colleagues to assess the impact of an intervention in the classroom. All RGASC programming is informed by a number of areas of SoTL

including Writing Across the Curriculum, Supplemental Instruction, Critical Thinking, Problem-Based Learning, Collaborative Learning, and Active Learning Classrooms.

Organizational Structure

The RGASC is neither a Department nor an Extra-Departmental Unit; instead, it functions as an academic unit within the Office of the Dean and the Director reports directly to the Vice-Dean Teaching & Learning. As reported in the 2016/2017 Annual Report, the old position of Director of Teaching Learning Support and Innovation role was eliminated in July 2017 and those responsibilities were divided among the Director, RGASC and the new positions in the Office of the Dean.

The following is an organizational chart of the RGASC, current as of April 2018:
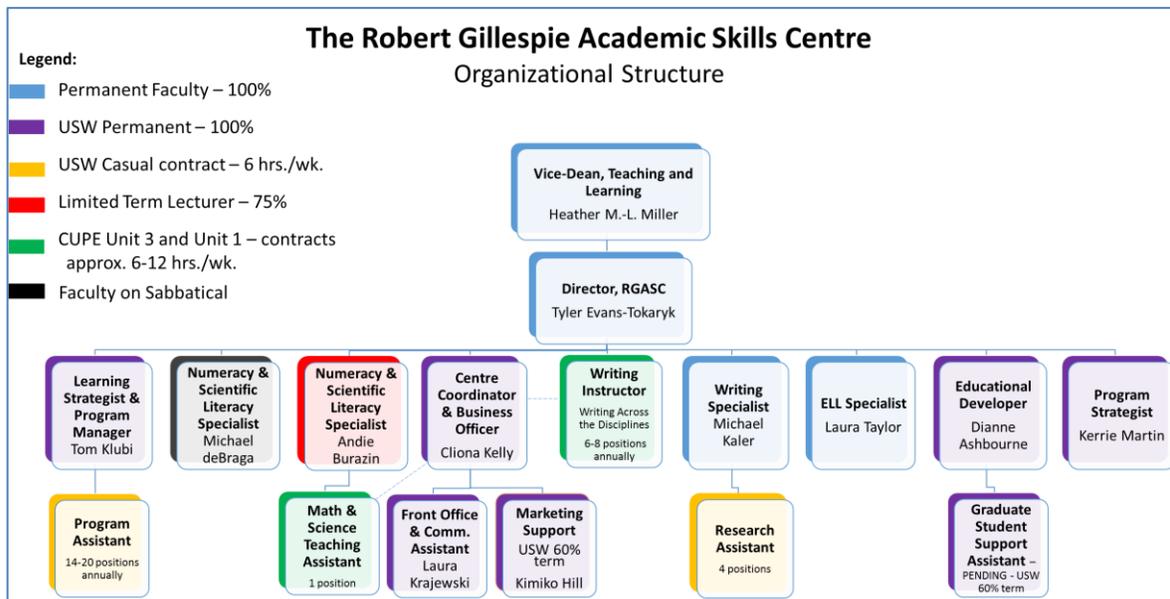
The Vice-Dean Teaching & Learning has recently initiated a discussion with the RGASC, Office of Student Transition, Department of Languages, UTM library and other units on campus regarding the possibility of creating an EDU-A in which multiple stakeholders could work together to conduct research on, and support best practices in, university pedagogy. If approved, the proposed academic unit could provide an ideal home for some version of the utmONE courses, possible new composition and numeracy courses currently under discussion in the Working Groups struck in response to UTM's new academic plan, the Education courses currently housed in the Department of Language Studies, and course-based ELL support. While this proposal is at a very early stage of development, the RGASC is excited at the opportunities it would provide and expects to dedicate significant time and energy to this project in the coming months.

Part One: General Undergraduate Support

Face-to-Face Appointments

Face-to-face meetings and small group consultations are the most popular forms of academic support provided by the RGASC. In addition to support with written assignments (typical of a university Writing Centre), the RGASC also offers instruction in mathematics, scientific problem-solving, and general academic skills development (e.g., time management, note-taking, lecture-listening, multiple-choice test preparation, critical reading). The majority of face-to-face appointments at the RGASC are conducted one-on-one and are 30 minutes long, but an increasing number of appointments are shorter (ca. 20 minutes) drop-in appointments offered on a first-come, first-served basis.

As in previous years, appointment data for 2017/2018 will not be available until August of 2018, so they cannot be reported here. The most recent data available (see Charts 1 and 2, below) demonstrate, however, that overall demand for face-to-face appointments has levelled off. Over the last four years, the RGASC's total number of appointments has hovered around 3,000 appointments (see Chart 1 below), peaking in 2015/2016 at 3,582. After years of steady growth, the RGASC saw fewer students in 2016/2017, a drop of 385 appointments or approximately 11%. For complete appointment details, see Chart 2 below.

This decline in the number of students we have supported can be explained by a number of factors. First, the RGASC had an extraordinary number of instructors suffer personal tragedies (prolonged illness, deaths in the family, etc.) in 2016/2017 that resulted in their missing approximately 80 hours of work during the Fall and Winter terms. This meant that a large number of booked appointments were cancelled at the last minute, dramatically reducing the number of students the RGASC was able to see. We assume that this not only discouraged students from booking subsequent appointments, but also dissuaded them from recommending the RGASC to their peers.

Second, we have introduced a number of other models of support that may be reducing demand for traditional face-to-face appointments. For example, in 2016/2017 we introduced Writing Retreats (133 unique students) and a number of different workshop series (see Tables 2 and 3 below), all of which provide students with the kind of support they may otherwise seek through individual appointments.

Finally, the shift towards a "just-in-time" model of support means that more students are showing up to the RGASC hoping for drop-in appointments but end up being turned away because the queue is too long and instructors do not have the time to see everyone waiting for an appointment. Many of these students are not recorded on a wait list and do not return for an appointment because they have waited until the last minute before looking for support.

As Table 1 below demonstrates, the number of waitlisted students which peaked in 2013 remained relatively steady at 445 (a drop of 3 from the previous year). We attribute our continued ability to prevent the waitlist from growing to an increased number of hours of drop-in appointments, the advent of Writing Retreats and workshop series, and the

improved marketing of drop-ins and other forms of support through the RGASC website, social media, Campus Media Screens, and conventional signage. While these waitlist data are encouraging, there were still over 250 students in 2016/2017 who tried but were unable to book an appointment with an instructor. Moreover, as we note above, many students who were unable to access our drop-ins are not captured in the waitlist data.

Finally, we should emphasize that we continue to be wary of providing and promoting "just-in-time" forms of support like drop-ins which do not offer students the same kind of instruction as longer, booked appointments and may promote academic behavior (finishing assignments and seeking assistance at the last minute) that runs counter to the Centre's core philosophy.

Chart 1: Automated Booking System Data (2013-2017)

ABS Appointments
2013-2017 Aggregate

Total Appointments
Drop-in Appointments

Year	Total Appointments	Drop-in Appointments
2013/2014	2850	879
2014/2015	3264	1121
2015/2016	3582	1090
2016/2017	3197	1051

# of Appointments

Chart 2: Total Unique Students (2013-2017)
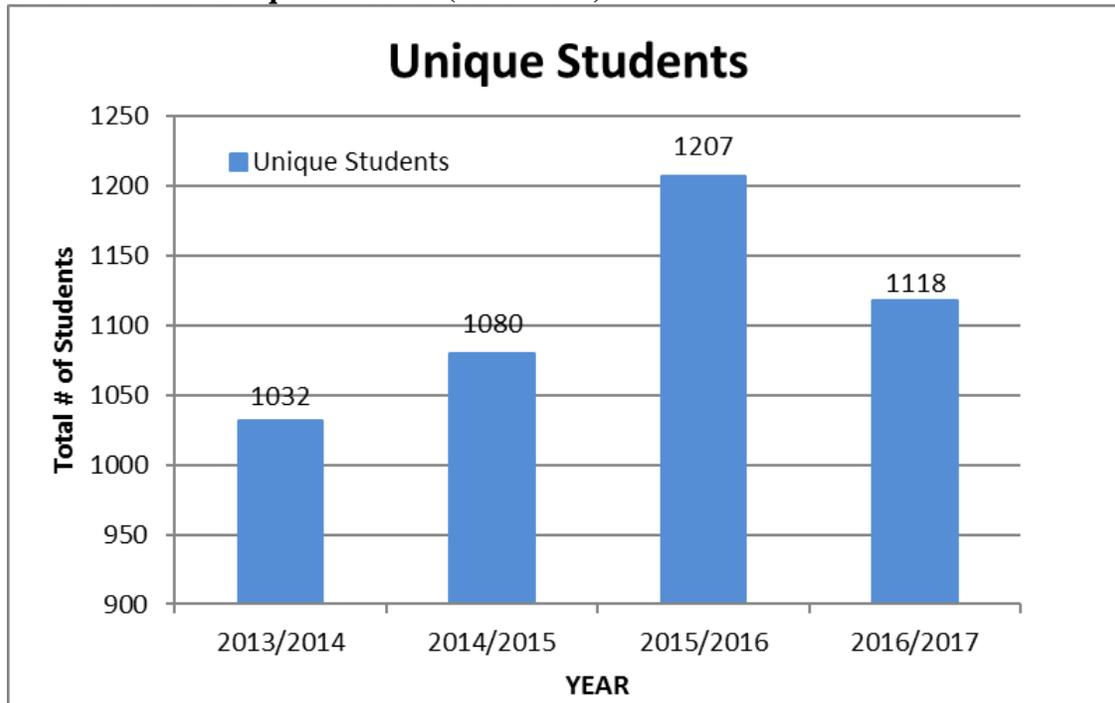
Table 1: Waitlist Data (2013-2017)

Year	Total Waitlisted Students	Waitlisted Students Booked
2013/2014	1564	612
2014/2015	651	236
2015/2016	448	119
2016/2017	445	186

While the RGASC's online booking system prevents us from downloading attendance data until August 2018, we collect student feedback on our services throughout the year, so we are able to report that here. This feedback is collected at the end of each week through an online survey that asks a number of simple Likert scale and open-ended questions regarding their perceptions of the value of the support they received.

In general, this feedback was very positive. Of the 227 students who responded to the weekly Appointment Feedback Survey, l5 students (less than 7%) indicated the "Quality of the Assistance" they received at the RGASC was poor or adequate; approximately 93% rated the support they received as either "good", "very good", or "excellent". Over 40% stated that the quality of assistance at the RGASC was "excellent" (see Chart 3 below) Perhaps most importantly, when asked whether they would use the RGASC again, the vast majority of students (93%) answered "yes" and only 2 said they would not. The rest were

unsure.

The results were similar when respondents were asked whether they would recommend the RGASC to another student. Just under 80% said they would recommend the Centre; approximately 20% said they were "not sure"; just 2 students (less than 1%) said they would not advise a peer to visit the RGASC. When asked what they found "most helpful" in their appointment, students mentioned a wide variety of strategies and topics. A representative comment regarding grammar support is "Instead of taking the easy route and giving me one answer, [the instructor] considered two different options for my grammar question and explained the reasoning for both." A typical comment from a student who received help with higher-order aspects of writing is "They helped me organize my thoughts and present them clearly in my essay. . . Also helped me write an essay that i would enjoy reading and writing." Finally, an interesting comment regarding support a student received with their reading is "The advice I received on how to read the textbook in accordance with lecture slides was helpful for future classes."

When asked to "provide suggestions for improvement," many students (87 or 38%) took the opportunity to request more appointments, more time allocated for drop-ins, or longer consultations. Feedback in the past has not featured this number of requests for longer consultations. While we cannot be certain of the reason for this shift in students' preferences, we are attributing it at this point to the growing proportion of students opting to use drop-ins rather than booked appointments—the drop-in appointments are shorter and the students who take advantage of them often do so within 24 hours of a due date and are panicking. Another common suggestion for improvement included requests for RGASC instructors to be more familiar with their course assignments, rubrics, and grading criteria "to not waste our time and their time" reading the assignment instructions during the appointment. This is, of course, a perennial concern of students that cannot be avoided in a Writing Centre context where students seek support for hundreds of different assignments in a wide variety of courses. Another student indicated they would "prefer the appointments to be in a private room because they are less distracting then." We anticipate most appointments to be conducted in private spaces once we move to our new space in the summer of 2018.

Charts 3 and 4: Summary of Student Appointment Feedback (2017/2018)

The quality of the assistance you received was:
(Bar chart, # of Students vs. rating)
- 1 - Poor: 3
- 2 - Adequate: 12
- 3 - Good: 48
- 4 - Very Good: 88
- 5 - Excellent: 81

Do you think you will use the RGASC again?
(Bar chart, # of Students)
- Yes: 201
- Not sure: 13
- No: 2
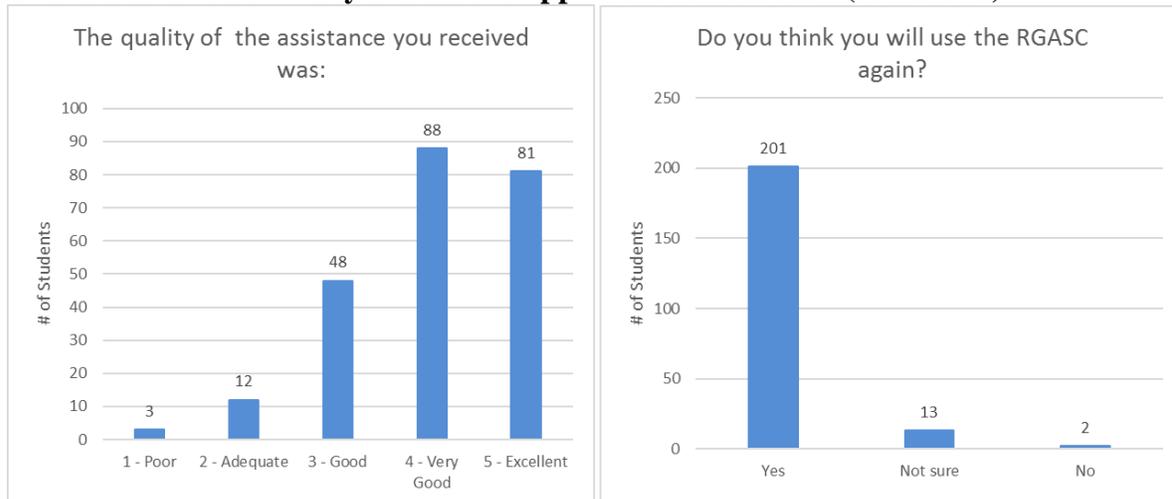
Writing Retreats

We continued to offer the weekly Writing Retreats that were piloted in 2016/2017. These sessions were intended to not only provide students with a different way of interacting with a writing instructor, but also to create a relaxed, supportive environment where students could sit down and do some actual writing.

Held on Friday mornings in Fall term and Thursday afternoons in Winter Term, each Retreat session was facilitated by a Writing Instructor who provided feedback on writing in progress and encouraged students to stay and write for as long as they liked. Snacks were provided to attendees. A total of 89 students attended the 21 Writing Retreats held between September 2017 and April 2018, a decline from the 133 who attended a similar number of Retreats last year. Like last year, many of the students who participated in the Retreats were repeat visitors. Unlike last year, more students who attended did so with the intention of sitting and writing rather than in the hopes of getting multiple iterations of feedback from a writing instructor.

We believe that the decline in the number of attendees at the Writing Retreats can be attributed to poor scheduling. This year, for reasons related to the Writing Instructor's work schedule, we held the Fall Term Retreats on Friday mornings—a time that proved quite unpopular with students. In the future, we plan to expand the Writing Retreats so that they are offered more frequently and later in the afternoon or early evening, times likely to attract more students.

The only formal student feedback (collected through our weekly surveys) we received on Writing Retreats was positive and asked for more to be offered each week. Anecdotal feedback from students (i.e., comments students shared with instructors during the retreats) was again very positive.

Math Drop-Ins

We continued the successful approach to Math Support piloted in 2016/2017 where we allocated fewer hours to regularly booked Math and Science appointments and instead hired a math instructor who offered weekly "Math Drop-In" sessions. These sessions were designed to promote a deeper understanding of foundational material including, but not limited to, algebraic formulation, basic statistical methods, pre-calculus, and advanced functions. In essence, the sessions targeted high-school mathematical skills rather than concepts included in university level calculus or formal statistics course. Between May 2017 and April 2018, the RGASC conducted 152 appointments during the Math Drop-In Sessions. For more information on the Math Drop-In innovation, see the report on Numeracy & Scientific Literacy below.

Recent Changes

No significant changes to our face-to-face and small-group support for undergraduate students were implemented this year. In an ongoing effort to ensure our services are as accessible as possible, we continued to offer a limited number of online appointments and significantly increased the number of hours dedicated to drop-in appointments. Because of difficulties scheduling instructors' hours, we were unable to offer extended hours in the evenings. The RGASC is committed to offering more online appointments and evening face-to-face appointments in September 2018 after we move to our new space in the New North Building.

Part Two: Core Focus Areas

In addition to offering individualized support for undergraduate students in writing, numeracy, and general academic skills, the RGASC has five core focus areas for its programming and service delivery: 1) Writing Support; 2) Numeracy Support; 3) English Language Learner Support; 4) Graduate Student Support; and 5) Faculty Support. The following pages offer a brief overview of each of these core areas of focus.

1) Writing Support

Writing Development Initiative (WDI)

The largest single writing-related project that the RGASC supports is the Dean's Writing Development Initiative (WDI), which provides financial and organizational support for departments to enhance the writing components in their courses. This is done through discrete projects, usually linked to a particular course, but potentially impacting several courses. To ensure that these projects are appropriate in terms of program and discipline, and that they respond to authentic needs, individual faculty members or Departments are encouraged to take the initiative to submit proposals for interventions to improve the development of writing in their programs. The RGASC's Writing Specialist provides support as needed in the development of proposals, and the completed proposals are adjudicated by the Writing Development Initiative Committee, whose members include faculty representatives from the Humanities, Social Sciences, and Sciences, as well as the RGASC, the Library and the Dean's Office.

Typically, proposals to the WDI involve a combination of extra writing assignments (often scaffolded), writing-focused tutorials, additional instruction in disciplinary writing practices, and enhanced formative feedback on written assignments. In 2017/2018, 27 courses across the campus with total enrolments of approximately 4,400 students were directly supported; as well, an additional 20 courses in Historical Studies received WDI support that enabled Teaching Assistants to provide feedback on outlines of student essays.

Once approved, projects are often repeated, and the WDI encourages faculty to reflect on and develop their projects over time. If a given project is successful and has attained a reasonably stable form, the WDI Committee may recommend that its costs be transferred into the departmental base budget. Thus, the WDI should be seen as a mechanism through which innovative uses of writing instruction and instruction through writing can be supported, and faculty innovation and reflection can be encouraged and rewarded. It should be noted as well that a) many of the faculty working with the WDI are also involved in other RGASC or UTM initiatives such as the UTM Faculty Writing Fellowship, the Teaching-Learning Collaboration seminars and workshops, or pedagogy-focused Communities of Practice, and b) TAs in WDI-supported courses are trained in using and assessing writing. Thus, the WDI is a key part of the teaching and learning community at UTM.

The most significant development in the WDI over the past year has been the incorporation of resources for project assessment. Assessment has, historically, been problematic. On the

one hand, it is crucially important because it helps develop and refine the program or course and its preferred writing pedagogy; enables instructors to improve student learning and student writing; supports the professional development of TAs and faculty; and ensures that the WDI is being a good steward of the funds entrusted to it. On the other hand, such assessment is not in many faculty members' comfort zones and can be both time- and resource-intensive.

In order to help resolve this paradox, the Office of the Dean has provided the RGASC with the resources to design, administer, and run a "basic assessment package" involving pre- and post-assessment of student writing (focusing on skills targeted by the funded interventions), the collection of student views on the interventions and their own writing, as well as formal interviews with instructors and TAs. While assessment of WDI projects is a condition of funding, there is no obligation to take advantage of this particular package: instructors are free to devise their own approaches to assessment. The data collected by the RGASC are shared with course instructors for use in their Final Reports.

In last year's Annual Report, the RGASC announced the upcoming assessment project and anticipated that, "given the scale of the WDI, taking on these new assessment-related responsibilities will be its biggest new challenge in the year to come." This has proved to be true, but we believe the project has been successful so far. Writing samples have been collected and analyzed, and the analyses distributed, for all courses in which instructors both expressed a desire to have our assistance and provided us with access to data; where possible, student surveys and transcripts or paraphrases of TA interviews have been collected and sent to faculty. In the next year, Final Reports containing these assessment data will be published on the RGASC website.

This pilot of the WDI Assessment Program has been successful, and we anticipate no real changes to the process next year apart from minor revisions to scheduling and timelines.

TA Training

In order to support WDI-funded courses, the RGASC works closely with TAs, a group that is often underappreciated in the development of pedagogical initiatives. At the start of both the Fall and Winter terms, we offered four-hour Writing TA Training Sessions, at which TAs learned about the benefits of enhanced focus on disciplinarily relevant aspects of writing in their courses, and were given tools for, and training in, creating writing-focused environments. The Writing TA Training Sessions were attended by a total of 46 TAs from across the disciplines, and in several cases, the TAs attending were "head" or "writing" TAs, passing their training on to the other course TAs. TAs found the sessions to be rewarding, noting for example that "often such training can be dull and repetitive, but this was excellent and I came away with some new tools." In addition to these training sessions, the RGASC provides ongoing support to TAs during the term as they design, deliver and assess writing work.

Our work with TAs extends beyond the WDI: in addition to the WDI-related training session mentioned above, in 2017/2018, we ran 15 writing-focused training sessions (typically two or three hours in length), many tightly integrated with course material or assignments. In addition, we have begun the process of building more robust online resources for both faculty and TAs, so as to create a bank of easily accessible and relevant

materials dealing with writing instruction and work with writing. These online resources will be published on the RGASC website in Summer 2018.

Instructor Support

In addition to the WDI, the RGASC also offers support to instructors for course or assignment design. In 2017/2018 we were able to directly contribute to the creation, integration and execution of writing-based tasks in the following courses: ANT313, ANT432, BIO152, BIO203, CCT222, ENG202, GGR111, GGR348, HIS101, JGE378, LIN205, POL214, POL346, POL390, RLG101, SOC322, SOC346, SOC423, SSM1050, and VCC101. (This total does not include consultations with faculty preparing WDI proposals.) These contributions often included assisting with development of assessment criteria (and associated rubrics) that help improve feedback, consulting on creating scaffolded assignment structures, and helping develop tools to assess the efficacy of writing instruction, such as student surveys and analyses of student writing. One of the broader goals of this faculty support is to encourage the development of a writing pedagogy community at UTM; to this end, the RGASC's Writing Specialist participated in four presentations of ongoing pedagogical work in Teaching-Learning Collaboration seminars or workshops, and also took part in two Communities of Practice: one focused around supporting faculty writing, one focused around writing pedagogy.

This year also saw the RGASC host its first Faculty Writing Fellow, Dr. Mairi Cowan from the Department of Historical Studies. The UTM Faculty Writing Fellowship provides Fellows with a 0.5 FCE course release, support from the Writing Specialist, and the opportunity to participate in RGASC training and PD activities as they investigate an area of writing pedagogy. Professor Cowan's research sought to determine what kind of feedback in a scaffolded writing assignment was most effective. She will be putting her investigations into practice in a larger SoTL project that she will carry out in HIS101H next year. Unfortunately, there was limited interest in the 2018/2019 UTM Faculty Writing Fellowship's call for proposals, so we will not be hosting a Writing Fellow this coming year. We will revisit this program in 2018/2019 to determine how we can make it more relevant to the UTM Teaching and Learning Community.

Direct student assistance

In addition to regularly scheduled face-to-face meetings, discussed elsewhere in this report, our direct contact with students takes place in course-specific drop-in sessions focused around specific assignments, presentations and workshops in classes, and integration in special events. In 2017/2018, we ran drop-in sessions for the following courses: ANT313, BIO152, CCT110, CCT208, CIN101, CLA230, CSC290, ECO320, ECO373, ECO435, ENG110, ENG202, ENG352, ENV201, FAH101, FAH279, FRE180, FRE181, GGR277, GGR348, GGR417, HIS101, JEG400/401, MAT392, POL214, POL368, RLG101, RLG325, SOC208, SOC209, SOC221, SOC316, and SOC346. (These drop-ins are included in the total number of appointments reported above in Part One: General Undergraduate Support.) These sessions involve short meetings with students to discuss a

specific assignment: they enable us to assist students by addressing focused, immediately relevant issues. In addition to providing support with regard to specific assignments, these drop-in sessions raise student awareness of the RGASC, bringing significant numbers of students from the relevant courses to our face-to-face and online appointments.

These benefits aside, we were concerned with the low attendance at course-specific drop-ins this year. While a few were well-attended, many had no attendees, with the majority seeing attendance in the single digits. For next year, we are considering reducing the overall number of course-specific drop-ins and ensuring that there is a coherent promotional plan (ideally involving RGASC presentations/workshops in the course, announcements in course syllabi, and online reminders) to support the ones that we do hold.

We also gave 80 writing-focused presentations or workshops in 49 different credit-bearing courses from across the disciplines (this number does not include any co-curricular offerings, such as the workshop series discussed directly below). The presentations and workshops covered topics such as academic integrity, paragraph structure, thesis statements, critical reading and thinking, and exam writing.

Workshop Series

In 2017/2018 we ran three workshop series, offering each in both the Fall and Winter terms. One, the Elements of Academic Writing, had been run last year: it consists of eight 90-minute workshops scheduled so as to align with student writing needs as the term progresses (with topics moving from understanding the assignment through to proofreading). To complement it, and to make clear the link between critical reading and critical writing, we created and ran a second series, the Elements of Academic Reading, which consisted of six two-hour workshops addressing topics such as reconstructing the research context of articles and identifying and critiquing arguments and counter-arguments. These series averaged between five and ten attendees per session; students attending a minimal number of sessions and completing the required homework were eligible to receive a Co-Curricular Record (CCR) notation on their transcript. The third workshop series, also new this year, was the *Graduate Writing in the Physical and Life Sciences* series, with three workshops addressing organization, understanding the rhetorical context of one's writing, and working with readers' expectations; here too, attendance averaged between five and ten students per workshop.

Table 2: Elements of Academic Writing Workshop Series (2017/2018)

Module	Fall 2016		Winter 2017		Fall 2017		Winter 2018	
	Registered	Attended	Registered	Attended	Registered	Attended	Registered	Attended
How to understand your writing assignment	17	11	10	4	20	13	12	12
How to create outlines and reverse outlines	16	9	13	4	18	9	16	14
How to critique and present your argument or purpose (thesis/introductions)	23	10	15	4	24	12	16	11
How to use and cite information from others	14	8	14	3	n/a	n/a	15	12
How to write clear, convincing, and well-structured paragraphs	20	7	16	4	26	8	15	4
How to write sentences that flow	19	7	14	3	25	11	15	8
How to edit your work (overview)	13	7	13	3	24	7	16	6
How to edit your work (line by line)	14	6	14	3	23	18	15	6
# of Students achieved CCR Annotation	**4**		**3**		**2**		**2**	

CCR - not counting final reflection	Number of students
Fall 2016	6
Winter 2017	3
Fall 2017	4
Winter 2018 *still receiving final program reflections	2

Table 3: Elements of Academic Reading Program Overview (2017/2018)

Module	Fall 2017		Winter 2018	
	Registered	Attended	Registered	Attended
Why Do Academics Write Articles?	15	10	1	1
Quick and Efficient Reading Strategies	21	13	5	7
The Article in the Context of its Field of Research	15	7	4	6
Identifying and Critiquing Arguments and Counter-Arguments	18	6	5	5
The Basic Element of Academic Thought: The paragraph	18	9	4	4
Words, Expressions, and Nuance: Getting the most information out of every sentence	19	7	5	4
# of Students achieved CCR Annotation	**5**		**3**	

CCR - not counting final reflection	Number of students
Fall 2017	5
Winter 2018 *still receiving final program reflections	3

Research Contributions

Through its research and outreach work, the RGASC contributes to the ongoing development of writing pedagogy at UTM: this year, particular areas of focus in writing research have included writing program assessment, giving effective feedback on writing, and teaching critical writing and reading skills. We put this research to work for UTM not only in our own teaching, counselling and training, but also through the projects we organize and support. For more information on writing-focused research projects, see the RGASC Research and Scholarship section of this Report (Appendix B).

2) Numeracy and Scientific Literacy Support

General Mathematics Support

In the 2017/2018 academic year, we continued the approach to mathematics support piloted in 2016/2017 and saw similar successes.

The "Math Drop-in" sessions have provided students with an opportunity to get assistance immediately before their assignments are due or preceding their term tests. The reasons students seek last-minute help seem to be two-fold: 1) they are not good at planning and judging when they will need assistance; 2) the material in many mathematics courses is introduced at a fast pace and students need to grasp the concepts in a short period of time, often right before having to complete an assessment.

As well, we created a collection of Math Tip (Review) Sheets for students enrolled in first-year mathematics courses. These tip sheets are a resource that students can use to improve their understanding of foundational concepts required in many first-year mathematics courses.

Math Drop-in Support

The focus of the Math Drop-in sessions is on foundational mathematical and statistical background knowledge in order to help our students better understand course material. The sessions are not at all intended to address or teach concepts that are covered in UTM mathematics or statistics courses.

The sessions are staffed by the RGASC Numeracy & Scientific Literacy Specialist who is available six hours per week and by appointment in the case of scheduling conflicts. The drop-in sessions last between 30 and 60 minutes, depending on the topic. The hope is that through informal and confidential discussions, students develop confidence in the material and are able to fill in the gaps in their knowledge, improving their ability to work with course content.

The Numeracy & Scientific Literacy Specialist provides support that the student needs by first diagnosing their mathematical or statistical challenges and then by remedying any obstacles that students experience, including those related to the transition from high school to university. The Numeracy & Scientific Literacy Specialist often directs the student to various resources available, such as the Math Tip (Review) Sheets found on the RGASC website (see below), depending on the kind of challenges that the student faces. As Table 4 below demonstrates, the RGASC provided roughly the same level of face-to-face support this year as last year.

Table 4: Year over Year Comparison of Students Attending Math Drop-in Sessions

Year	Math Drop-in Support
2016/2017	147
2017/2018	152

Out of 152 appointments, 98 appointments were conducted specifically for students seeking help in mathematics courses. As well, many students from courses in other disciplines, such as Economics and Political Sciences, also utilized the Math Drop-in sessions, since various concepts in their lectures or assessments require mathematical and statistical knowledge. Table 5 provides more detailed information about the courses for which students are

seeking face-to-face drop-in appointments.

Table 5: Courses for Which Students Seek Support in Math Drop-in Sessions

MAT133Y	MAT134Y	MAT135Y	MAT137Y	MAT102H/ MAT223H	Other MAT	BIO153H
13	39	32	5	7	2	14

Student feedback on the RGASC's Numeracy Support was generally very positive, with most students rating the "quality of the assistance you received" as Excellent. The following comments are representative of this feedback:

- "[the instructor] not only helped me work on problems, but showed me where to go for answers and help both online and in the textbook."
- "[the instructor] explained the material that I did not understand and she solved the math problems which helped me understand the method in which I am suppose to approach a question"
- "As far as the service I received goes, there is nothing to improve. However, I find that coming to the skills center for math help is tough to do on a regular basis because of my tight schedule. It has been suggested that I could make appointments, but it never carried through. I found the one-on-one with [the instructor] the most helpful resource for calculus help so far, and would really like to continue to meet with her on a regular basis if possible."
- "Having the problem worked through step by step, and also having the opportunity to take the reference papers from the session home with me for continuous reference. The 'math language' was translated into English that I understood too."

We plan to continue the Math Drop-in sessions next year and hope to invest more time and effort in promoting these sessions to course instructors and in making students aware of the services provided by the RGASC for mathematics and numeracy support.

Math Tip Sheets

As a supplementary resource, the Numeracy & Scientific Literacy Specialist created 47 Math Tip Sheets for undergraduate students taking first-year mathematics courses. These resources provide a quick refresher on common concepts in mathematics courses. Each Sheet focuses on a single concept which is briefly outlined and illustrated with one or two fully-solved examples. The Math Tip Sheets are available online through the RGASC website (http://www.utm.utoronto.ca/asc/math-tip-sheets).

We hope that these Math Tip Sheets will be integrated into other courses and teaching contexts at UTM and would like to create additional resources for mathematical and statistical concepts that students need to understand in various courses, and where instructors do not have the time to re-teach foundational material.

Discipline-Specific Mathematics Support

In 2017/2018 the RGASC offered, for the first-time, discipline-specific numeracy support. This support consisted of helping students engage with quantitative information in a variety of contexts, by using mathematical or statistical skills as an analytical tool.

I. BIO153H5: Numeracy Assignment

In the Summer 2017 and Winter 2018 terms, the course coordinator of BIO153H worked with the Numeracy & Scientific Literacy Specialist to enhance the numeracy content of the course. This approach involved the redesign of an existing biology assignment to include a significant numeracy component and the addition of tutorial-based instruction to help students with this assignment.

In BIO153H tutorials, the Numeracy & Scientific Literacy Specialist discussed the behaviour of five basic functions through algebraic and graphical means. From these five basic functions, more complex functions and their respective graphs were explored in open discussion with students. After the tutorial, students were asked to complete a numeracy assignment which consisted of questions based on three given functions. The students had to communicate the behaviour of these functions verbally, algebraically, and graphically. After completing this numeracy assignment, students were more comfortable working on their biology assignment where they had to draw conclusions about various graphs of functions in order to describe a particular biological phenomenon.

Student feedback regarding the numeracy assignment was quite positive. They felt more confident in interpreting graphs and working with algebraic expressions. As well, 14 students took the opportunity to use the RGASC Math Drop-in sessions to get a better understanding of how to reason and communicate about functions. This numeracy activity will, hopefully, be employed in the future in BIO153H5; as well, it can be extended to assist students with other topics within the course that require working with mathematical and statistical concepts.

II. PHY136H5F: Problem-solving sessions

In the Fall 2017 term, a numeracy intervention was piloted in PHY136H. The Numeracy & Scientific Literacy Specialist visited six (out of 16) PHY136H tutorials twice to provide support in problem-solving, since the majority of the course requires solving word problems pertaining to a physical phenomenon. The objectives of the problem-solving tutorials were to show students a step-by-step approach to solving physics word problems, and to determine if each step in the calculations was correct based on mathematical and physical reasoning.

Students appreciated the problem-solving tutorials, and they attempted to use the problem-solving strategies when dealing with physics problems in the rest of the course. Student feedback (collected through anonymous surveys) demonstrated that students would to continue the problem-solving tutorials in the future. We hope this pilot project will be revisited next academic year in order to reach more students.

III.   <u>PHY146H5F: Math Sessions</u>

To assist students in learning and practicing the mathematical techniques and routines needed in the PHY146H, the Numeracy & Scientific Literacy Specialist developed and delivered two one-hour supplementary sessions and a two-hour final exam review. The sessions consisted of a mini lesson followed by a group-work exercise where students answered exercise questions on a prepared handout.

Again, student feedback on the quality of support received through the supplementary mathematical sessions was quite positive. For example, 77% of students strongly agreed with the statement "I believe that these supplemental math/physics sessions helped me better understand the material in PHY146H." As a result, a pilot project was created to the subsequent course PHY147H in the Winter 2018 term.

IV.   <u>PHY147H5S: Math/Physics Sessions</u>

Informed by the experience in PHY146H, the PHY147H course instructor, Numeracy & Scientific Literacy Specialist, CPS Chair and RGASC Director proposed a pilot project to more formally integrate mathematics support in PHY147H. With funding provided by the Office of the Dean, the RGASC was able to hire a Teaching Assistant to help the Numeracy & Scientific Literacy Specialist develop and deliver a series of supplementary Math / Physics sessions in the course. Assisted by the course coordinator, the TA and Numeracy & Scientific Literacy Specialist created eight weeks of sessions (two per week) to support students in learning and practicing the mathematical concepts they need in the course and in their future physics studies. The first session in each week was delivered by the Numeracy & Scientific Literacy Specialist and focused on explaining necessary *mathematical* techniques and/or routines, followed by students' collaborative work on exercises to solidify their understanding of the material presented in the session. The second session in each week was conducted by the TA who tied the mathematical techniques and routines to the *physics concepts* discussed in class. While the sessions were scheduled outside of class time and optional, students were strongly encouraged to attend.

Student feedback collected before and after the course indicates that students felt the mathematics/physics sessions helped them feel more confident in the PHY147H5S course material. For example, 60% of the students strongly agreed with the statement "I believe that these supplemental math/physics sessions helped me better understand the material in PHY147H." Students also expressed the desire for supplementary support to be carried into the future.

3) English Language Learner (ELL) Support

The 2017/2018 academic year saw the English Language Learner (ELL) program become better aligned with course specific content in order to support ELL students with the necessary academic skills in their particular area of study. This occurred in a number of different ways including face-to-face appointments, the Professional English Language Skills (PELS) sessions, the ELL Specialist's work with the Academic, Culture and English (ACE) program, and the continued development of a credit-bearing utmONE course designed to encourage skill building and communication among students with different cultural backgrounds. In addition to the 238 individual face-to-face appointments offered at the RGASC (already reported in "General Undergraduate Support" above), ELL support was also offered in new ways including new 'Write Nights' in Residence (where ELL students make up a large part of the population) and Departmental workshops, such as the 'Time Management' session offered in the Department of Visual Studies (DVS).

The PELS sessions were continued in FAH101H, CIN101H, VCC101H, HIS101H and RLG 101H (Fall and Winter), and were expanded to include an offering in CSC108H. While the Humanities courses maintained the general workshop model (1-hour sessions weekly), PELS in CSC108H offered designated drop-in help sessions for students. In these weekly sessions, support was offered with respect to reading strategies associated with the assigned tasks. While this model was different, it offered useful insight into some of the challenges faced by ELL students in courses that contain little writing.

Feedback from meetings with the faculty in DVS suggested that their students were likely to get the most benefit from PELS sessions that offered 'just-in-time' academic skill-building directly related to assessed course tasks. It was further suggested that PELS sessions should be designed to include more small-group activities that would allow students the opportunity to work more closely with their peers. The intention of these activities was to remove some of the instructor-led approaches and to encourage more communication (in English) and collaboration among students. Therefore, some of the existing sessions were redesigned to include games and activities that would encourage all students to engage and participate, rather than just attend.

The PELS activities were designed to function based upon a general range of between 15-25 students per class (as per the average from the 2017 PELS workshops). In actuality, the number of students attending the PELS sessions in the Fall Semester for DVS increased substantially to, in some cases, over 60 students per class. While having high attendance is generally a nice problem to have, the rooms booked for these PELS sessions were not designed to hold so many students. As a result, an additional PELS session was added for the CIN101H students, though no additional rooms were available for the FAH101H students. Further, some of the new activities that were re-designed for the Fall term had to be modified again to allow students to work in pairs rather than in groups. Better options for group work existed in both VCC101H and the Winter term RLG101H classes. In both of these offerings, students were introduced to game-based activities, such as the use of a card game to teach time-management and organizational strategies, or the use of a modified version of *Concept* to teach critical thinking. Finally, through the inclusion of vocabulary based upon the course-specific weekly readings, students who attended the PELS sessions were asked to consider how the academic skills learned in the sessions, paired with the

academic vocabulary, would assist them in the completion of their written assessed work. Attendance data for the PELS sessions was as follows:

Table 6: PELS - FAH101

Date	Topic	Attendance
Sept 6	Critical Reading	31
Sept 13	Writing an Effective Introduction	56
Sept 20	The Organization of Writing	62
Sept 27	Editing and Proofreading	43
Oct 4	Test Preparation and Midterms	48
Oct 18	Time Management	58
Oct 25	Summarizing and Paraphrasing	47
Nov 1	Grammar!	41
Nov 8	Written Analysis	17
Total		403

Table 7: PELS - CIN101

Date	Topic	Attendance
Sept 15	Essay Writing for Film Studies	65
Sept 22	Writing and Organization	69
Sept 29	Editing and Proofreading	87
Oct 6	Midterms	68
Oct 27	Critical Reading	72
Nov 10	Writing a Film Review	75
Nov 17	Writing a Great Conclusion	64
Nov 24	Grammar!	53
Dec 1	Preparing for Multiple Choice Exams	33
Total		586

Table 8: PELS - VCC101

Date	Topic	Attendance
Jan 15	Writing Introductions	38
Jan 22	Critical Reading Skills	36
Jan 29	Paragraph Organization and Structure	38
Feb 5	Revising and Editing	34
Feb 12	Exam Preparation	34
Feb 26	Academic Vocabulary	31
Mar 5	Writing a Great Conclusion	28
Mar 12	Time Management and Competing Priorities	35
Mar 26	Academic Integrity	17
Apr 2	Exam Strategies for Success	7
Total		298

Table 9: PELS - RLG101 (Fall and Winter courses)

Date (Fall)	Date (Winter)	Topic	Attendance (Fall)	Attendance (Winter)
Sept 12	Jan 16	Writing a Really Awesome Paragraph	36	18

Sept 19	Jan 23	Linking Theory and Practice	30	16
Sept 26	Jan 30	Time Management and Study Skills	28	21
Oct 3	Feb 6	Paraphrasing and Summarizing	36	20
Oct 17	Feb 13	Editing and Proofreading	24	26
Oct 24	Feb 27	Critical Reading	24	22
Oct 31	Mar 6	Field Research Analysis	34	27
Nov 7	Mar 13	Grammar	50	52
Total			262	202

Table 10: PELS - HIS101

Date	Topic	Attendance
Sept 15	Critical Reading	3
Sept 22	Writing an Effective Introduction	2
Sept 29	Analytical Writing Practice	1
Oct 6	Editing and Proofreading	0
Oct 20	Revision!	0
Total		5

Table 11: PELS – Generic (Fall and Winter)

Date (Fall)	Date (Winter)	Topic	Attendance (Fall)	Attendance (Winter)
Sept 13	Jan 17	Strategically Learning to Learn	5	3
Sept 20	Jan 24	A 'how to' guide to Academic Referencing	8	4
Sept 27	Jan 31	Critical Thinking: What Professors Really Want	6	2
Oct 4	Feb 7	Writing an Annotated Bibliography	6	2
Oct 18	Feb 14	Oral Presentation Skills	0	1
Oct 25	Feb 28	Grammar Boot Camp	6	1
Nov 1	Mar 7	Time Management	8	NA
Nov 8	Mar 14	Test Taking Tips	1	NA
Total			40	13

In addition to the PELS programming, a new ELL support program was piloted in 2017/2018. The new offering, the English Language Learner Support Initiative (ELLI) is modelled on the successful WDI program and was piloted in FAH215H and FAH287H during the Winter 2018 term. The approach taken in the pilot was to provide funding for TAs to scaffold dedicated critical reading and writing support for ELLs. The RGASC trained two TAs in strategies for supporting ELL students, specifically in areas of reading and vocabulary, who then ran weekly ELL support tutorials in the above-mentioned classes. While the data for this initiative have not yet been completely analyzed and so cannot be reported here, the pilot appears to have been successful and the 2018/2019 Call for Proposals for more projects was circulated in February 2018. Three proposals were submitted to the first formal year of the program.

Another new initiative offered in 2017 was the inclusion of ELL support in the ACE program. In previous years, ELL students attending ACE have not had access to certain UTM resources, including the RGASC, prior to formal admission to UTM in September.

This year, ACE was revised to include multiple opportunities for collaboration between the School of Continuing Studies (SCS), the Office of the Registrar (OR), and the RGASC. In 2017, three ELL cafés were held in Coleman Commons (July 20, August 3, and August 17). These game-based sessions focused on communication skills and introduced ACE students to RGASC faculty as well as upper-year ELL students. This was paired with a session comprising a panel of experts on ELL support with representatives from the IEC, the RGASC, and the OR. Additionally, RGASC faculty participated in the Faculty-In-Residence program (FIR) on August 8 and the International Student Support for Residence on August 14 to ensure that all ACE students had the opportunity to learn about the services available to them at the RGASC.

While the above programming was embedded within other courses, the ELL program also attempted to encourage students to improve their English communication skills through a credit-bearing course titled UTM115H: Communication Among Cultures. This course was first offered in Fall 2016 and was offered again in Fall 2017. While it is part of the ONE series, open to first-year students, and facilitated by the Office of Student Transition (OST), it is explicitly marketed (in the course description and other marketing materials) as a course designed for English Language Learners and taught by the RGASC's ELL Specialist. Open to 60 students and run in one of the active learning classrooms, the course examines cultural differences by using experiential and game-based learning techniques. Feedback from students was particularly positive and highlighted several key strengths, including:

- "The quality of the instruction was very good in large part due to the change of pace in comparison to other traditional courses. The increased chances for interaction and discussion was a great help in understanding course concepts and being engaged."

- "It was clear and engaging. The lecture time was used effectively and creatively to promote understanding of the material."

Enrollment numbers for UTM115H were smaller than anticipated in 2017 (final enrollment of 27), though this is likely because it was scheduled at a time that conflicted with numerous other first-year courses. The course will be offered again in Fall 2018, where the focus will be on the inclusion of more student-led opportunities for active learning and the addition of several supplementary game-based learning activities.

While the primary target population for the ELL program is undergraduate students, there is also a need for support among the graduate student population at UTM. Because of this, the ELL program offered individualized support through a small number of face-to-face consultations to these graduate students. These consultations were tailored to meet the specific needs of the students, but generally targeted skill-building in areas of reading, writing, and oral communication.

Community Outreach

As it did in 2016, UTM again partnered with local high school teachers in the Region of Peel for a Professional Development Day held at the Peel Education Main Office in Mississauga on October 16, 2017. Teachers, Principals, and Administrators attended the sessions. UTM's contribution was on strategies for helping ELL students with paraphrasing and summarizing. It framed these skills around the central theme of Academic Integrity, which was identified in 2016 as a common concern.

The main objectives for the day were:
- Creating a school wide collaborative approach that generates activities for student integration and leadership
- Identifying site specific challenges for each location
- Considering new elements of the curriculum with a new mindset to adapt the content based on the needs of ELLs moving into postsecondary education
- Identifying best practices on how to build upon ELL assets and strengths

Contributing parties from UTM included the OR, the RGASC's ELL program, and the English Language Program in the School of Continuing Studies. It is expected that this initiative will continue on an annual basis.

Future Challenges

While the challenges of previous years have generally related to low attendance numbers, this year, with instructor support and a better integrated PELS workshop schedule, attendance was not an issue. Future challenges include assessment of the impact of our interventions to ensure that ELL support efforts are appropriately designed, delivered, and targeted.

4) Graduate Student and TA Support

The primary way that the RGASC supports graduate students is by offering programming accredited by either the Graduate Professional Skills program (GPS) or the Teaching Assistants' Training Program (TATP). These programs offer incentives—transcript notations and certificates—to students who complete the required programming. Low registration and attendance at graduate student workshops has been a significant challenge for the RGASC in the past. Last year, we addressed this challenge by determining programming priorities through extensive consultation with UTMAGS, departmental graduate student groups, graduate supervisors, and UTM-wide graduate student surveys. This year, we continued connecting with stakeholders to determine programming, and we also experimented with different programming structures, a workshop series, and a full-day conference.

In March 2018, the RGASC participated in a round-table discussion hosted by the Vice Dean Students, School of Graduate Studies. Participants at this meeting included the Director of the Graduate Centre for Academic Communication (GCAC) and Directors of Writing Centres in Faculties or Divisions at the University of Toronto that provided

academic support to graduate students. The focus of this meeting was to discuss the mandate of the Graduate Centre for Academic Communication (GCAC) to determine how it can provide the best possible academic support to the growing number of University of Toronto graduate students, irrespective of their affiliation or location. The nature of the relationship between GCAC and individual Writing Centres was also discussed. We are confident that this is the first step in a process that will improve the quantity and quality of academic support available to UTM graduate students.

Graduate and Professional Skills (GPS) Program

The RGASC offers programing accredited by the GPS program, an initiative of the School of Graduate Studies, which offers a transcript notation for students who complete 60 hours of programming. Our GPS programming had two key priorities this year: offering a full day of GPS-accredited workshops and offering a number of workshop series, instead of longer one-time workshops.

In collaboration with the Office of the Vice- Dean, Graduate, UTM's Association of Graduate Students (UTMAGS), School of Graduate Studies (SGS), UTM Career Centre, UTM Library, and UTM Health and Counselling Centre (HCC), the RGASC organized and delivered the first annual UTM Graduate Student Professional Development Day (GPDC) on October 4, 2017. The GPDC was a full-day event with workshops and seminars designed to enhance graduate students' professional and academic skills to better prepare them for their studies and for a competitive job market. Student who participated in the event could earn up to three GPS credits. This event was supported by the Office of the Vice-Dean, Graduate's Graduate Enhancement Fund.

A total of 94 students registered for the GPDC while 54 attended. The majority of students attended more than one workshop during GPDC, with 25% of students attending the full day of offerings.

Below is the individual session attendance for all workshops held during GPDC.

Table 12: GPDC Workshops

Workshop Title	Facilitator(s)	Attended
How to get the supervision you need	Helene Wagner, Associate Professor, Biology	14
Four Strategies for Improving your Academic Writing	Peter Grav, Associate Professor, Teaching Stream, Graduate Centre for Academic Communication	27
Maximising Your Oral Presentations	Peter Grav, Associate Professor, Teaching Stream, Graduate Centre for Academic Communication	27
Beyond Books: Using the UTM Library as a Graduate Student	Andrew Nicholson, Coordinator of GIS and Research Data Services & Graduate Liaison Librarian	22
Coping with it all, when things don't go as planned	Andrea Carter, Assistant Dean Student Wellness, Support & Success	30
Preparing your teaching dossier: What is the dossier and how do I get started?	Marie Vander Kloet, Assistant Director, CTSI/TATP	11
Career Management Workshop: Where are the jobs?	Malou Twynam, Career Counsellor, *UTM Career Centre*	22

	Anne Gaiger, *Assistant Director, Employer Relations & Marketing, UTM Career Centre*	
Ideation Development	Donna Heslin, Director IMI Grad Programs Ignacio Mogrel, Strategic Relations & Innovations Manager	12

Just under half of the GPDC participants were MSc students. PhD students also made up a large percentage of the event attendees (34%). There were also five students from the Master of Science in Sustainability Management program, one MA student and one post-doc. About 25% of the attendees were from Biology and 25% were from Chemical and Physical Science. The remaining students, from largest percentage to smallest, were from Geography, Anthropology, professional graduate programs, and Psychology.
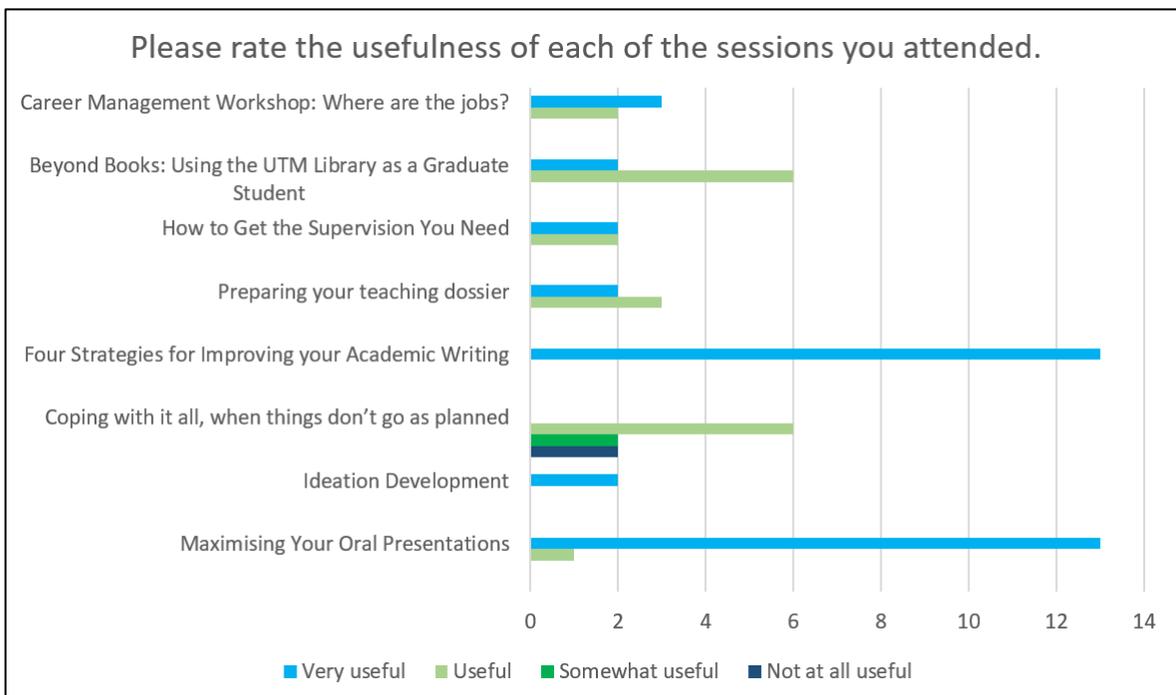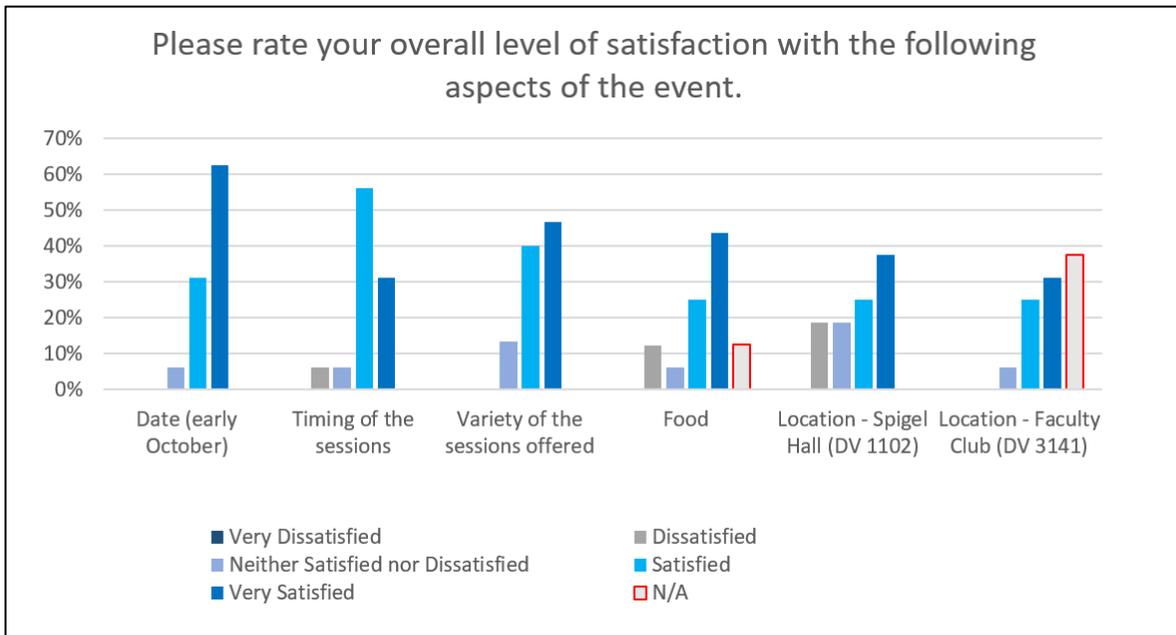
A feedback survey was sent to all students who attended the event. When asked what they liked most about the event, over half of the survey respondents highlighted the Oral Presentation Skills workshop. Respondents also appreciated the range of topics, access to GPS credit sessions, and the community-building aspects of the day. A representative sample of feedback is included below:

- "The fact that it covered almost everything a graduate student needs to know about in a single day, very efficient!"
- "The lectures were perfectly introductory but useful, encouraging further participation in similar lectures in the future."
- "It was a great opportunity to take some GPS courses, which I tend to miss out on not being downtown very often."
- "Very organized and easy to navigate the conference. Great variety of lectures."
- "I went to the oral presentation and the academic writing workshops and I thought the speaker was extremely engaging and knowledgeable, and the content was useful and relevant. I really learned a lot."

When asked what they liked least about the event, respondents raised concerns about the location of the event (Spiegel Hall), the timing of the sessions, and the specific content and activities included in the sessions. Regarding the timing of the sessions, a few respondents expressed frustration with the scheduling of concurrent workshops, stating that there were two different sessions they wanted to attend in the same time slot. On the day of the event and on the feedback survey, many participants expressed dissatisfaction with Spigel Hall as a location for the event, stating that the chairs were very uncomfortable and the acoustics poor. Finally, regarding the session content and activities, a couple of students indicated that they would appreciate more interactive activities during some of the sessions and that they had hoped more concrete strategies would be shared during certain sessions.

Respondents were also asked to rate their satisfaction with different aspects of the event. The results are shared in the charts below.

Charts 5 and 6: GPDC Feedback

Please rate your overall level of satisfaction with the following aspects of the event.

Legend:
- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied
- N/A

Please rate the usefulness of each of the sessions you attended.

Legend:
- Very useful
- Useful
- Somewhat useful
- Not at all useful

Approximately 75% of respondents indicated that they would attend GPCD next year. The remaining 25% replied that they would not attend again, but only because they would not be students at UTM next year.

75% of respondents noted that the opportunity to attend the "Maximising Your Oral Presentations" session motivated them to attend GPDC. Just under 70% of respondents indicated that the opportunity to earn GPS credits motivated them to attend GPDC. Other common motivators, in order from most frequently reported to least frequently reported,

were the "Four Strategies for Improving your Academic Writing" session, the food, and the opportunity to meet other graduate students.

When asked how they heard about GPDC, 30% of respondents indicated that they heard from their graduate supervisor, and another 30% reported hearing from the UTM graduate student listserv. Students also heard about the event through UTMAGS, the GPS listserv, the posters around campus, and through friends.

Finally, in response to the final question "do you have any other comments, questions, or concerns?" we received several notes of appreciation. Samples are included below:

- "This is my first year here. I thought this was really well done. Thank you for organizing this event."
- "Congratulations on the organization, hope to see more events like this one."
- "I thought, overall, it was a great day and I learned a lot from each session. I hope to see more of these types of workshops in the future."

In addition to the workshop offered during the Graduate Student Professional Development Conference, the RGASC offered the following GPS accredited workshops:

Table 13: GPS Workshops

Workshop Title	Date & Time	Facilitator(s)	Registered	Attended
Writing in the Physical & Life Sciences Workshop Series: Planning and organizing your research paper	October 23, from 1:00 – 2:00 pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC	6	5
Writing in the Physical & Life Sciences Workshop Series: Writing about science for a general audience	October 30, from 1:00 – 2:00 pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC	5	3
Writing in the Physical & Life Sciences Workshop Series: Writing Sentences	November 6, from 1:00 – 2:00 pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC	3	2
Writing in the Physical & Life Sciences Workshop Series: Planning and organizing your research paper	January 15 from 5pm - 6pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC	19	15
Writing in the Physical & Life Sciences Workshop Series: Writing about science for a general audience	January 22 from 5pm - 6pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC	10	6
Writing in the Physical & Life Sciences Workshop Series: Writing Sentences	January 29 from 5pm - 6pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC	19	9

Student feedback surveys were sent to participants at the end of the Winter 2018 iteration of the workshop series. All but one respondent agreed that the workshop series included

topics relevant to them and that the workshops provided useful information. All of the respondents who completed the full workshop series reported feeling more confident in their writing and better equipped to write both their thesis and scholarly articles after participating. When asked what they liked least about the workshop, most participants reported wishing the workshops had been longer. Survey respondents were also asked to describe what they liked most about the workshop series. Sample responses are included below:

- "The instructor was very knowledgeable. I appreciated how he encouraged discussion and participation. I enjoyed how he brought it examples of to demonstrate varying levels writing quality. Obviously, the food was amazing."
- "Topics were very relevant. Breakdown of the workshops (3 sessions at 1 hour per week) were very manageable. Walking through handouts/articles was useful."
- "I really like that it was a series of small workshops rather than one long workshop on a single subject. I felt that this kept me more engaged each week."
- "The Writing Sentences Workshop made reading jargon-rich, dense research papers in fields outside of my own readable by breaking down the writing into easily understandable structures. The Writing about Science to a General Audience Workshop was very relevant to young researchers, who are often expected to keep up blog posts or research-themed Twitter feeds as a form of social outreach."

Finally, over 60% of respondents indicated that they heard about the workshop series from their supervisor. Those who did not hear about the workshop series from their supervisor heard about it through either the UTM graduate student listserv or the GPS listserv. Better communication with graduate student supervisors will continue to be a goal as the RGASC works to expand the audience of graduate student workshops.

Teaching Assistant Training Program

The RGASC works in partnership with the Teaching Assistants' Training Program (TATP), a tri-campus training program for any student working as a teaching assistant at the University of Toronto. This program provides certification of professional teaching development and supports Departments in their efforts to provide general training for TAs, especially new TAs and TAs teaching in new contexts. The RGASC collaborated with TATP to deliver three extensive training programs for new TAs – one in May 2017, one in September 2017 and one in January 2018. 113 TAs attended TA Day in September, 37 attended in January, and six attended in May.

The RGASC also offered the following TATP-accredited workshops in 2017/2018:

Table 14: TATP Workshops

Workshop Title	Date & Time	Facilitator(s)	Registered	Attended
Between Myth and Reality: Teaching Presence in Higher Education	October 17, 1 - 3pm	Abdullah Farooqi, Humanities Trainer, TATP, CTSI, University of Toronto & Alli Diskin, TATP Program Assistant	19	9

Level Up Your Teaching: Games and Gamification in Higher Education	November 21, 3 - 5pm	Cancelled – low enrolment		
Good Questions, Better Discussions: how to design and facilitate effective classroom discussions	December 6, 10am - 12pm	Abdullah Farooqi, Humanities Trainer, TATP, CTSI, University of Toronto & Jillian Bieser, TATP Sciences Trainer	11	5
Brown Bag Lunch: Starting the Semester	January 16, 11:30am – 1:30pm	Cancelled – low enrolment		
The Multilingual Classroom: Cultivating a Multilingual Teaching Team and Learning Community	February 1, 1-3pm	Abdullah Farooqi, Humanities Trainer, TATP, CTSI, University of Toronto & Kangbin Zhou, TATP Sciences Trainer	9	7
Brown Bag Lunch: Strategic Planning	February 7, 11:30am – 1:30pm	Cancelled – low enrolment		

In September 2017, the Educational Developer worked with a faculty member from Mathematical and Computational Sciences to facilitate a workshop to train TAs in using peer instruction as an instructional strategy. This workshop was developed and piloted during the 2016/2017 academic year.

Future Directions

In Summer 2018, the RGASC will be hiring a Graduate Student Support Strategist (50%) to coordinate programming for UTM Graduate Students.

The RGASC will continue efforts to build capacity to offer a wide range of workshops for UTM-based graduate students and to increase attendance at these workshops. As indicated by the student feedback surveys, the workshop series format worked well and we will continue to offer programming in this format.

The UTM Graduate Professional Development Conference will be offered again in October 2018, with support from the Vice-Dean, Graduate.

5) Faculty Support

Individual Consultations

In 2017/2018, the RGASC's Educational Developer provided individualized support for over 35 different faculty members and course instructors (excluding consultations with WDI-funded courses or consultations related to teaching in the active learning classrooms). Individualized support focused on the following projects: 1) new course development; 2) course redesign; 3) syllabus review; 4) learning outcome development; 5) alignment of

learning activities, assessments and course learning outcomes; and 6) assignment and rubric design.

The Educational Developer also conducted nine Teaching Observations for faculty members and one teaching observation for a teaching assistant. Each Teaching Observation involved a pre-observation meeting, a teaching observation (of between one and three hours), a post-observation meeting, and approximately two pages of written feedback. The Educational Developer also provided feedback on the teaching dossiers of eight faculty members and assisted with four proposals for teaching and learning grants.

Departmental Support

The Educational Developer was invited to create and facilitate the following workshops and presentations:

- "Motivating Student Learning & Engagement" for the Institute of Communication, Culture, Information & Technology (ICCIT) on August 29, 2017.
- "Students who challenge us" co-presented with Andrea Carter for the Department of Management on November 22, 2017.
- "Course Design Retreat: Teaching the History of Capitalism" for the Department of Historical Studies on December 1, 2017.

Professional Development Opportunities

Professional development opportunities for UTM faculty and instructors are organized by the Teaching and Learning Collaboration (TLC) group and the RGASC. The TLC aims to connect colleagues with a shared interest in teaching and learning in order to advance teaching practice at UTM. This year, the TLC hosted 17 events, more than double the number of events hosted in 2016/2017. During the 2017/2018 academic year, the TLC and RGASC supported the following events:

Table 15: TLC Events

Workshop Title	Date & Time	Facilitator(s)	Registered	Attended
Ideas for Working with - and through - Student Writing	September 28, 2017, 1:00–3:00pm	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC, UTM	5	5
Making Curriculum Mapping Meaningful	October 5, 2017, 3:00-4:00p.m.	Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology, UTM	12	10
Demystifying the Dossier Series: Demonstrating and Capturing Teaching Success	October 25, 2017, 11:00a.m. - 1:00 p.m.	Megan Burnett, Associate Director, Centre for Teaching Support & Innovation, University of Toronto	13	9

Learning to Learn: Building Academic Tenacity in Our Students	November 9, 2017, 1:00 - 2:30 p.m.	Karen Smith, Faculty of Science, Microbiology & Immunology, The University of British Columbia	23	16
Preparation and Participation: Strategies for Motivating Students	November 23, 2017, 3:00 - 4:00 p.m.	Dianne Ashbourne, Educational Developer, RGASC, UTM	17	10
Students as examiners: crowd-sourced exam preparation	December 6, 2017, 1:00 - 2:30 p.m.	Paul Denny, Department of Computer Science, University of Auckland	13	11
Introducing 'Learning How to Learn' Principles: Concepts and Impact on the Student Experience	January 26, 2018, 1:00 - 2:00 p.m.	Tanya Kirsch, Assistant Professor, Teaching Stream, Department of Management	20	16
Creating a More Equitable Classroom: Questions, Considerations and Practices	February 2, 2018, 11:00 a.m. - 2:00 p.m.	Marie Vander Kloet, Assistant Director, TATP/CTSI Teaching and Learning, CTSI, UTSG; & Jasjit Sangha, Faculty Liaison, CTSI, UTSG	16	13
The Teaching Fellowship: A Model for Mentoring Graduate Student Teachers	February 12, 2018, 12:00 - 1:00 p.m.	Jayne Baker, Assistant Professor, Teaching Stream, Department of Sociology, UTM; & Nathan Innocente, Assistant Professor, Teaching Stream and Acting Associate Chair, Undergraduate - CLS, Department of Sociology, UTM	2	2
Getting Innovation Up and Running: The Writing Development Initiative, how it works, and how it can help	February 21, 2018, 12:00 - 1:00 p.m.	Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, RGASC, UTM; & Nicole Laliberte, Assistant Professor, Teaching Stream, Department of Geography, UTM	2	0
Demystifying the Dossier Series: Preparing the Teaching Dossier	March 7, 2018, 11:00 a.m. - 2:00 p.m.	Megan Burnett, Associate Director, Centre for Teaching Support and Innovation, University of Toronto	16	10
Teaching Critical Reading Across the Curriculum	March 19, 2018, 12:00 - 1:00 p.m.	Tyler Evans-Tokaryk, Associate Professor, Teaching Stream and Director, RGASC, UTM	22	18
Improving the Effectiveness of Feedback	March 26, 2018, 3:00 - 4:00 p.m.	Mairi Cowan, Associate Professor, Teaching Stream, Department of Historical Studies & UTM Facutly Writing Fellow; Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, Robert Gillespie Academic Skills Centre, UTM; & Abdullah Farooqi, PhD Candidate, Department of History and the Anne Tanenbaum Centre for Jewish Studies	13	11

Exploring the Value of Board Games as Pedagogical Tools	April 10, 2018, 1:00 - 2:00 p.m.	Lee Bailey, Associate Professor, Teaching Stream, Department of Economics, UTM; & Tom Klubi, Learning Strategist and Program Manager, Robert Gillespie Academic Skills Centre, UTM	10	9
Let's get started: Tips from a Quercus Early Adopter	April 18, 2018, 2:00 - 4:00 p.m.	Barbara Murck, Associate Professor, Teaching Stream, Department of Geography	31	23
Understanding Student Stress as an Academic Integrity Risk Factor	April 23, 2018, 12:00 - 1:00 p.m.	Daniela Janes, Senior Lecturer, Department of English & Drama, UTM; Michael Kaler, Assistant Professor, Teaching Stream & Writing Specialist, Robert Gillespie Academic Skills Centre, UTM; & Chet Scoville, Assistant Professor, Department of English & Drama, UTM.	11	4
Weathering the storm: Strategies for dealing with group /team dysfunction	April 26, 2018, 12:00 - 2:00 p.m.	Heather McGhee Peggs, Manager, Graduate Conflict Resolution Centre & Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre	Canceled due to low registration.	
Year-end Teaching & Learning Debrief	May 3, 2018, 1:00 - 3:00 p.m.	Fiona Rawle, Associate Dean, Undergraduate & Associate Professor, Teaching Stream, Department of Biology, UTM & Dianne Ashbourne, Educational Developer, RGASC, UTM	14	?

Beginning in January 2018, TLC session participants were asked to complete feedback surveys. The feedback surveys had an average response rate of 40%. Over 90% of respondents agreed or strongly agreed that they would use the information presented in the session they attended in their teaching and that the session enhanced their understanding of the teaching and learning topic. When asked to provide an overall rating for the TLC session they attended, over 40% of respondents rated the session "excellent", with the remaining respondents rating the session they attended either 'very good' (30%), 'good' (25%), or fair (5%). When asked what they found most useful about the session they attended, practical teaching ides were by far the most commonly noted, followed by literature reviews.

Common concerns indicated by session participants were sessions not being long enough, the session information not being general enough to apply to their class, and a desire for presenters to share their slides because the session moved too quickly for adequate notetaking. Respondents were also asked to recommend topics for future sessions. Recommendations included: a workshop version of the critical reading seminar; interactive activities for large classes; using technology for improving student engagement; gathering student input in large classes; using course evaluations to improve teaching; and using games (board, online, and video) as teaching tools.

The RGASC, the TLC, and five faculty volunteers supported four Communities of Practice (CoPs) that met throughout the 2017/2018 academic year. Two of these CoPs were continued from the 2016/2017 academic year, and two were new. The goals of the CoPs are to connect faculty, librarians, and staff with a shared interest in a teaching and learning topic and to advance teaching practice at UTM. Topics for the CoPs were as follows:

- Scholarship of Teaching and Learning (SoTL) at UTM
- Student engagement
- Teaching in active learning classrooms
- Game-enhanced learning

The RGASC also initiated and supported a new CoP dedicated to supporting faculty writing. Beginning in November 2017, weekly writing retreats were organized for faculty members wishing to write in a supportive community. Attendance at the Faculty Writing Retreats was very low, so we are uncertain of whether this initiative will continue next year.

The TLC website continues to expand with new content and increased readership. From October 2016 (site launch) to the end of April 2017, the TLC site had 1,857 page views. This year, from May 2017 to April 2018 there were 4,441 page views.

In September 2017, the TLC, supported by the RGASC, launched a newsletter sharing information about upcoming events and articles covering a range of topics relevant to teaching and learning in higher education. The TLC newsletter, published once per term, showcases teaching and learning projects happening on the UTM campus. The newsletter celebrates teaching and learning at UTM and aims to provide a source of inspiration for instructors across the campus. The TLC newsletters are created and distributed using MailChimp, the same platform used by the UTM Research Office for their SURGE newsletter. According to the Email Campaign Report produced by MailChimp, the Fall 2017 TLC Newsletter was opened a total of 434 times. The Winter 2018 TLC Newsletter has been opened a total of 788 times.

Beginning in February 2018, the TLC, supported by the RGASC, organized four pedagogical reading groups. The groups met to discuss thoughts, reactions, and reflections on how a given text influenced participants' teaching. The following books were selected for the groups:

- James Lang's *Small Teaching: Everyday Lessons from the Science of Learning*
- Peter Brown, Henry Roediger III & Mark McDaniel's *Make It Stick: The Science of Successful Learning*
- John Bean's *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*
- James Zull's *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*

Two staff members, three graduate students, three sessional instructors, and 14 faculty members participated in the groups. The following departments were represented in the

reading groups: Anthropology; Biology; Chemical & Physical Sciences; English & Drama; Geography; Historical Studies; and Mathematical & Computational Sciences.

Everyone who responded to the TLC Pedagogical Reading Group Survey "strong agreed" that "participating in the reading group was worth the time [they] invested". Everyone also responded "yes" when asked if they would participate in another pedagogical reading group. Every respondent noted some version of "getting to meet people they wouldn't otherwise encounter" and "hearing the strategies and real-life teaching experiences of other group members" when asked what was most valuable about their reading group. All respondents agreed that they "learned something new as a result of participating in the reading group" and that the group discussions helped them "reflect on [their] approach to teaching and learning". Most respondents thought that 50 minutes was a good length for the meetings, but a couple suggested that the meetings should be longer. Almost everyone thought that biweekly meetings were a good schedule for the reading group meetings. Finally, responses to the question "After participating in a pedagogical reading group, is there anything you hope to change about your teaching or course design?" indicated that meaningful learning occurred for many group participants. A few sample responses are listed below.

- "I am planning to include frequent low stakes testing and to present it as one model for [my students] to use in their own learning."
- "Several things! I am going to think more about how to build in ways to prompt students to remember course material. Re: interleaving, I'm going to change my intro course from one two-hour lecture per week to two one-hour lectures. Re: self-explaining, I'm going to think of ways to have students tell us on their assignments what they're doing and why. And lots of other things too!"
- "I will ruminate a lot about how to discover where students are starting from and how to proceed for a group of students with different starting points."
- "building on past experience: I emphasize concrete situations and past experiences more than ever."
- "retrieval practice: I ask students to work to recall material, whereas before I'd only rhetorically ask students to recall things"

Curriculum Development

The Associate Dean, Undergraduate and the RGASC's Educational Developer collaborate to support curriculum development at UTM. In 2017/2018, the RGASC has been involved in a curriculum mapping initiative in the Department of Management and participated in a curriculum mapping and learning outcome development project for the Language Teaching & Learning major in the Department of Language Studies.

Active Learning Classrooms

UTM's technology-enhanced Active Learning Classrooms (ALCs) are learning spaces designed facilitate dynamic student participation in learning. Two pilot active learning

classrooms have been in use since the Winter 2015 semester. During the past three years, over 90 instructors, librarians and TAs have taught over 8,000 students using a wide variety of instructional practices. Over half of these instructors have taught more than one course in an ALC. During the Fall 2017 term, 24 instructors held either their lecture or tutorials for their class in the ALCs. During the Winter 2018 term, 14 instructors held either their lecture or tutorials for their class in the ALCs. Courses from the following departments have been taught in the ALCs: Anthropology; Biology; Economics; English & Drama; Geography; Historical Studies; ICCIT; Management; MCS; Office of Student Transition, and Sociology.

The RGASC plays a number of other key roles in the ALCs. First, it collaborates with the Library, Information and Instructional Technology Services (I&ITS), the Office of the Registrar, and Facilities Management and Planning to support and document the usage of the ALCs. Second, it provides instructor support and training initiatives. And third, it helps conduct research on teaching and learning in the ALCs.

The RGASC's Educational Developer fills each of these roles. She works directly with instructors to support the design and re-design of courses for the ALCs. She is also a member of the ALC Support Team that includes the Library's Coordinator of Library Instructional Technology Services, the Library's Instructional Technology Services, the Library's Instructional Technology Support Specialist, and I&ITS's Classroom Technologist. The ALC Support Team collaboratively organizes training opportunities for instructors and TAs working in the ALCs. This year, these events included:

- ALC Orientation/Refresher sessions in September 2017
- ALC Show and Share community-wide event in April 2017

There is significant interest in the work done to support teaching in the ALCs. The RGASC's Educational Developer was invited to give two different talks in order to disseminate UTM's lessons learned: one for the Centre for Teaching Support and Innovation on July 31, 2017 (co-presented with the Library's Coordinator of Library Instructional Technology Services) and the other for the President's Teaching Academy on April 2, 2018.

This summer, the RGASC's Educational Developer will be facilitating two full-day retreats for faculty members interested in designing or redesigning a course to be taught in an active learning classroom.

Online and Hybrid Learning

The RGASC works collaboratively with the UTM Library and I&ITS to provide support for instructors using online resources in their courses. While support for online initiatives is provided centrally, the RGASC provides assistance for instructors preparing applications for the ITIF and UTM Teaching Innovation Fund, and offers ongoing support to successful projects.

Part Three: RGASC Programs

In addition to its core focus areas, the RGASC provides academic support to UTM undergraduate students through five formal programs: 1) Head Start; 2) AccessAbility Resource Centre; 3) Facilitated Study Group Program; 4) Program for Accessing Research Training (PART); and 5) Promoting Academic Skills for Success (PASS) Program. The following is a brief overview of each program's activities in 2017/2018.

1) Head Start

To align better with Orientation Week (O-Week) programming coordinated by the Office of Student Transition (OST), the traditional week-long format of Head Start was reduced to three days and was held Wednesday through Friday in late August. The first two days offered students a lecture-style class in the morning and concurrent sessions in the afternoon, while the final day employed game-based learning strategies as a means of enhancing academic skill building.

Total attendance for Head Start 2017 was 1,319, which was an increase from 828 in 2016. Unique attendance was 287 students, also an increase over the 246 who attended in 2016. In addition to the offerings in Head Start, duplicate workshops were offered during O-Week to better align the Head Start material with other transition programming and all Departmental sessions were moved into O-week. One explanation for the increase in attendance from 2016 was the streamlined and consistent promotion of Head Start by the RGASC and the OST. We believe that the integration of the Head Start registration tool within the O-Week website increased Head Start's visibility and presented it as one piece of a suite of transition offerings, all of which were made available to students in a single place. We anticipate that a similar three-day program will be offered in 2018 as the links between the OST and the RGASC continue to evolve.

Overview of Head Start Attendance

Moving the Departmental workshops into O-Week meant that Head Start was able to provide a multitude of more general skills-based workshops over the first two days. The morning sessions on both the first and second days were two hours in length. The first day, *Creativity, Collaboration, and Problem Solving* saw an attendance of 193, and on the second day, *Reading and Writing for Success,* was attended by 127.

Table 16: Comparison of Attendance from 2016 to 2017 for Workshop Sessions

Session Name	Attendance 2016	Attendance 2017	% difference
Writing and Reading Focus			
Academic Integrity	34	25	-26%
Critical Reading	22	31	+41%
Critical Writing*	33	77	+133%
Lab Report Writing	39	62	+59%
Library 101*	42	64	+52%
Academic Language	9	8	-11%
Academic Vocabulary	NA	16	NA

Numeracy Skills			
Test your Math Skills	52	16	-69%
Problem Solving	19	17	-11%
Sneak-a-Peek 1st year Math Tests	NA	87	NA
General Skills			
Interpreting your Syllabus	58	59	0%
Time Management	NA	100	NA
Note Taking	NA	128	NA
Navigating UTM as an ELL	NA	2	NA
Faculty Panel	NA	123	NA
Student Panel	NA	145	NA

* Workshops held multiple times are identified by an asterisk

Table 17: Comparative Head Start Attendance Data

Year	Total Attendance	Unique Attendance	Presenters	Total # Sessions
2014	1668	397	33	24
2015	1642	322	37	35
2016	828	246	26	35
2017	1319	287	23	26

Student Feedback on Head Start

As always, students were asked to provide feedback on the value of the Head Start program. A total of 45 students (16% of participants) completed an anonymous online survey asking a variety of questions regarding their experience of Head Start. Unlike in previous years, in 2017 students were surveyed in the Winter term to ensure that they had at least one full semester to apply and practice the skills they acquired. Their comments suggest that the program continues to meet their needs, and that the scheduling / timing of the program (i.e., a three-day event in late August) seems to be appropriate. When asked about the convenience and timing of the sessions, 36 out of 45 students (80%) indicated that it fit with their schedule. Additionally, when asked whether the Head Start experience helped prepare students for university studies, 80% of students responded 'yes' (36 out of 45) and 20% (9 out of 45) responded 'no'. Finally, when asked if they would recommend Head Start to other students, 93% (42 out of 45) responded 'yes.'

2) AccessAbility Resource Centre

One-on-One Learning Strategy Appointments

The RGASC offers support to students registered with the AccessAbility Resource Centre (ARC) in the form of weekly one-on-one learning strategy appointments. These appointments were offered by two full-time, permanent RGASC staff members (a Learning Strategist and a Program Strategist). Appointments generally used modelling to help students develop effective study skills and habits. Typical areas of focus included note-

taking, reading comprehension, memory strategies, exam and test-taking techniques, and study planning.

In 2017/2018, 162 hours of learning strategy appointments were booked with AccessAbility students at the AccessAbility Resource Centre (ARC), although due to cancellations and students failing to turn up, only 93 hours of appointments were completed. In contrast, in 2016/2017, 131 hours of appointments were scheduled, and 110 hours of appointments were completed. A new protocol for non-attendance was implemented in 2016/2017 which did help increase the appointment completion rate from 50% in 2015/2016 to 84% in 2016/2017. However, further strategies to reduce the number of cancelled and no-show appointments may need to be identified in collaboration with the ARC team.

Peer Mentor Program and Summer Academic Skills Institute

In August 2017, RGASC staff trained 18 ARC peer mentors in various study skills and facilitation techniques in preparation for their roles as peer mentors and for their participation in the Summer Academic Skills Institute (SASI) transition program. SASI aims to equip incoming ARC students with the academic skills and strategies they need to successfully transition to university. This year, SASI was attended by 23 students and comprised over ten hours of programming over two days; RGASC staff designed and delivered the program with the support of two faculty members, one librarian, five ARC staff members and 22 peer mentors. Student feedback collected through an online survey indicates that 95% of respondents said they would like additional programming like SASI; 86% agreed that the sessions highlighted skills they believe will help them achieve university success; and 81% felt more confident about succeeding at university after attending the program.

Following the peer mentor training, both the Learning Strategist and Program Strategist have been invited to participate in and support peer mentor meetings at ARC. It has been proposed that RGASC staff continue to work with the peer mentors in the 2018/2019 academic year by training them to offer additional methods of support to ARC students, with a focus on game-enhanced learning and a Winter term version of SASI.

ARC Note-taking Training Module

Following a request from ARC in 2016/2017, the RGASC produced an online training module for ARC volunteer note-takers that included nine videos, an interactive quiz, and exemplar material. The aim was for new and existing note-takers to be equipped with both the theoretical principles behind effective note-taking and an awareness of different approaches to taking notes in lectures. Since the launch of the module in September 2017, 329 ARC note-takers have accessed the training, and of the 250 survey respondents, 81% said they found the note-taking training helped them in their role. Following the completion of this project, the module was adapted for use by the wider student population and posted to the RGASC website. A link to the note-taking module can be found here.

3) Facilitated Study Group (FSG) Program

Program Overview

Based on the Supplemental Instruction model developed by the University of Missouri at Kansas City, facilitated study groups are a non-remedial approach to learning enrichment that uses peer-assisted study groups to integrate essential academic skills with course-related material. The study groups employ a wide range of collaborative learning techniques to help students build a structured study routine in order to process their study material more effectively. The essential features of the RGASC's Peer Facilitated Study Group Program are as follows:

- FSGs are offered in support only of courses in which there is active collaboration between the course instructor and the RGASC.
- FSGs target historically difficult courses rather "at-risk" students.
- Participation in the FSG program is voluntary and open to all students enrolled in the course.
- The impact of this intervention on the academic performance of the class as a whole is measured by the RGASC at the aggregate level.
- The sessions are peer-facilitated by a team of facilitators, model students who volunteer or who are hand-picked by the course instructor and intensively trained by the RGASC in proactive learning and study strategies.
- The opportunity for students to attend the study groups is made available at the beginning of the term, before students encounter academic difficulties.

The goal of the FSG program is two-fold:

1. To provide course instructors and their students with a non-remedial approach to learning enrichment by deploying peer-assisted study groups to integrate essential academic skills with course-related material.
2. To provide senior students, who are in the process of transitioning out of the undergraduate phase of their university career, with an experiential learning opportunity through which they acquire skills and competencies critical to their professional development and commensurate with Degree Level Expectations.

The FSG Program operates through volunteer participation from the Facilitators. The opportunity to gain experience in a facilitation role is a key motivator for these students, particularly as many of them have ambitions to teach in the future. Facilitators also receive a Co-Curricular Record (CCR) annotation on their transcript and guidance from RGASC faculty on how to construct a facilitator portfolio. Throughout the year, facilitators have appointments with the RGASC's Learning Strategist, Program Strategist, and Program Assistants, who are experienced, senior Facilitators themselves, to receive feedback on the portfolio as a "work-in-progress".

Initial Facilitator Training

Approximately 15 hours are devoted to initial training, with three objectives:

1. To define the role of facilitators as role models who are aware of the keys to their success and their learning style tendencies. While a TA acts in the role of a "content expert" in a course, the facilitator learns to see her/himself as a "course expert", with meta-cognitive awareness of how to be successful in a course.
2. To present the concept of the study group as the anti-tutorial. Much of the training is devoted to understanding the role of collaborative learning techniques and various learning styles in building learning networks within the study sessions and breaking the students' cycle of learned helplessness.
3. To emphasize the importance of incorporating a "scaffolding" approach into the design of the study sessions. The study sessions model the process of effective study and exam preparation strategies by practicing study skills and eventually building the students into self-directed learners.

In-service training

Approximately 25 hours are devoted to in-service training. In 2017/2018, 13 hours of training were offered, and 47 facilitators attended. In the second semester, 12 hours of training were offered, and 104 facilitators attended. The objectives of the in-service training are:

1. To correct misconceptions about Supplemental Instruction for facilitators. While facilitators have received their initial training, applying Supplemental Instruction techniques in practice can be challenging. The in-service training is an opportunity for facilitators to reflect upon the challenges they have faced, the actions they took, and how they can improve in the future.
2. To develop additional strategies to implement Supplemental Instruction techniques. Based on the facilitator experiences, the Supplemental Instruction techniques are re-visited and their application is discussed.
3. To share best practices for Supplemental Instruction. Facilitators and Program Assistants share best practices in leading FSGs and working with students (Supplemental Instruction techniques, overcoming challenges with students, engaging activities, advertising strategies, etc.).
4. To collect qualitative data based on facilitator experience to improve training processes. Facilitators are surveyed by the Program Assistants on their current experiences leading sessions and communicating with the centre (regarding teaching resources, use of Portal, suggestions for improvement, etc.).

All training took place over a one- to two-week period during class times, with multiple sessions occurring throughout the day. The Fall 2017 in-service training was discipline-specific while the Winter 2018 in-service training was broader in scope. Moving towards generic training meant that we were not dependent upon specific Program Assistants'

availability and so were able to offer a more flexible that allowed more facilitators to attend.

The facilitators who attended the Winter 2018 in-service training were asked to complete an anonymous questionnaire about the effectiveness of the in-service training; 58 students responded to the survey, with 84% of respondents reporting that they felt more confident in using collaborative and active learning strategies, and 90% of the survey respondents reporting that they felt the in-service training helped them to reflect on past sessions and plan for future sessions.

Attendance

In 2017/2018, there were 4,650 attendances at Facilitated Study Groups for 666 sessions in 48 courses. This compares to 5,025 total attendances for 590 sessions in 32 courses in 2016/2017. The number of Facilitators for 2017/2018 was 176, compared to 161 in 2016/2017.

The following chart shows changes in FSG Program data over the past five years.

Chart 7: FSG Attendance 2013-2018
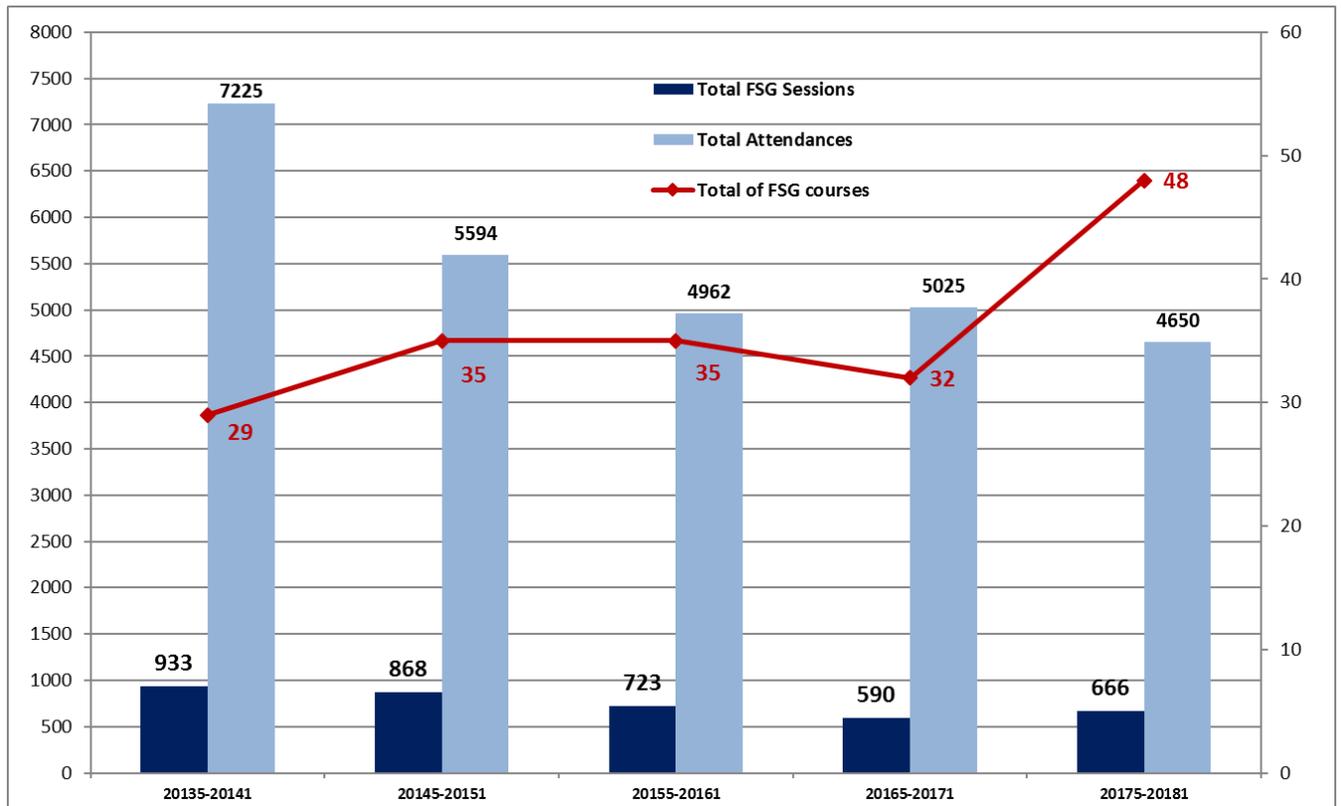
This year's drop in FSG attendances can be explained by a number of factors, most of which are beyond our control. First, the non-participation of specific courses (e.g., CHM243H) resulted in the loss of close to 300 attendances. Second, some new instructors

were unwilling to allow FSG advertising in courses where previous instructors had enthusiastically promoted the FSG program; this had a dramatic impact on attendance for those courses, resulting in an attendance drop of almost 50% from previous years. Finally, the "Mega FSGs" held as part of Exam Jam have historically generated close to 300 attendances. During Fall 2017 Exam Jam, the card scanners tracking attendance were not working properly, and so we have no record of how many students attended those FSGs. In 2015/2016 and 2016/2017, we had over 300 students attend Mega FSGs in each Fall term; given the declining number of courses participating in Exam Jam in 2017/2018, we conservatively estimate that between 200-250 students attended these Mega FSGs but were not included in the total reported figure above. With the Mega FSG attendances included, we would have more like 4,900 total attendances for the 2017/2018 FSG Program, a figure very close to historic averages.

The following courses participated in the FSG Program in 2017/2018.

Table 18: FSG-Supported Courses

ANT101	CHI100	CHM242 (Winter)	ENV100	FSL105	LIN101	MAT135	PSY290 (Winter)
ANT102	CHM110 (Fall)	CHM361	ERS103	FSL106	LIN102	MGT120	SOC100
BIO152	CHM110 (Winter)	CHM362	ERS120	GGR214	MAT102 (Fall)	PHY136	SOC222
BIO153	CHM120	CSC148	FRE372	ITA100	MAT102 (Winter)	PHY137	SPA100
BIO207	CHM211	ECO100	FRE373	ITA200	MAT133	PSY100	SPA220
BIO210	CHM242 (Fall)	ENG110 (Winter)	FRE393	ITA350	MAT134	PSY290 (Fall)	

CHM243H and FRE391H participated in the FSG Program in 2016/2017, but the instructors opted not to continue their participation in 2017/2018.

Feedback on the FSG Student Experience

Since 2011, students attending Peer Facilitated Study Groups (FSGs) have been asked to complete an anonymous questionnaire about their participation in and perceptions of FSGs. Survey responses have been collected from 3,670 students over these past seven years, with 156 students responding in 2017/2018.

The questionnaire asks 15 questions about the students' perceptions of the FSGs and is intended to measure six domains:
1. The awareness of academic skills building and its role in the students' success
2. The perception of FSG method as an effective or optimal way of understanding course material
3. The certainty of FSG approach as a cause for the students' success in the course
4. The Viral Effect – transferring the experience of FSGs to their peers
5. The Viral Effect – transferring the experience of FSGs to other courses

6. Awareness of link between FSGs and increasing confidence toward university and their discipline

Students responded to these 15 questions by selecting a number between 1 (do not agree) and 5 (highly agree). The 2015/2016, 2016/2017, and 2017/2018 responses have yet to be correlated with those from 2011-2015, but a survey of the responses from the last three years show that they are in line with the results of the previous four years, which are as follows:

Table 19: Student Perception of FSGs

The awareness of academic skills building and its role in the students' success	3.67 out of 5
The perception of FSG method as an effective or optimal way of understanding course material	3.54 out of 5
The certainty of FSG approach as a cause for the students' success in the course	3.14 out of 5
The Viral Effect – transferring the experience of FSGs to their peers	3.35 out of 5
The Viral Effect – transferring the experience of FSGs to other courses	3.42 out of 5
Awareness of link between FSGs and increasing confidence toward university and their discipline	3.59 out of 5

Future Directions and New Initiatives in the FSG Program

A New Experiential Education Course on Supplemental Instruction

Our most significant new initiative for the 2018/2019 academic year will be the introduction of EDS325H: Supplemental Instruction in Higher Education: The Impact of Peer-Facilitated Study Groups. EDS325H is an experiential learning course where students will be able to get course credit for being placed as facilitators in the RGASC's FSG Program. This course will introduce students to both the theory and practice of Supplemental Instruction (SI) in higher education. Particular focus will be on the history and evolution of SI, the rationale for its use in different university contexts, and the relevant tools and resources that facilitators use when running study groups. The course will include a mandatory 100-hour internship component in which students apply the knowledge acquired in class to their role as a Facilitated Study Group leader in the FSG Program. Only those students who have successfully secured a volunteer facilitator position in the FSG Program will be eligible to enroll in EDS325H.

The introduction of EDS325H means that the RGASC will ultimately be running a Supplemental Instruction program with facilitators drawn from both a volunteer cadre and an EDS325H student cadre. Preparation for the course has been ongoing throughout 2017/2018 and future changes to training, scheduling and recruitment in 2018/2019 are being planned with EDS325H in mind.

Integration of a Learning Management System in the FSG Program

Beginning October 2017, a Blackboard Community Site was used to centralize communications between Program Assistants and Facilitators. Before this, all

communication was done through email. Using Blackboard allowed Program Assistants to send out general announcements and easily share Supplemental Instruction resources with all facilitators. The Blackboard site was also used to house and track facilitator attendance, session plans, and reflections.

The Administration of the FSG Program has been improved significantly with the creation of a Blackboard Community Site. For example, Blackboard has enabled FSG Program staff to collect more robust data (attendance, session plans, and reflections) and so allowed them to provide more regular feedback to facilitators; it has also helped staff recognize that the quality of the session plans submitted by facilitators varied significantly and allowed them to identify inconsistencies in the level and type of feedback given by Program Assistants. As a result, Program staff created uniform grading schemes, success criteria for session plans and reflections, and timelines for Program Assistant feedback and shared these with facilitators on Blackboard.

Quercus will likely be used in a similar way after the University of Toronto moves to the new Learning Management Engine (LME) in September 2018—indeed, we anticipate an even greater need for this kind of tool with as many as 100 EDS325H students participating in the FSG Program. As such, we plan to use Quercus to help distribute Supplemental Instruction Resources, to share best practices for facilitating sessions, and to collect facilitators' reflections and session plans.

As of 2018/2019, Quercus will be incorporated into the initial training for facilitators and Program Assistants. This will provide senior Program staff with an opportunity to define the expectations for submitting session plans and reflections, and to emphasize how these documents contribute to facilitators' professional development.

Session Maps

Program Assistants continued to map FSG sessions throughout the academic year. This system of observation and both visual and verbal feedback helped to correct possible misconceptions with Supplemental Instruction (e.g., teaching vs. facilitating) and to support real-time challenges (e.g., sexual harassment, mental health issues). The session maps serve as discussion pieces for professional development and for improving Supplemental Instruction practices.

Table 20: Percentages of Facilitators Mapped

Term	Number of unique facilitators mapped	Total number of facilitators	% of Facilitators mapped
Fall	55	112	49.1%
Winter	105	170	61.8%
Academic Year	119	176	67.6%

In the year ahead, session maps will be more closely integrated into both initial and in-service training as a means of both modelling and discussing best practices for Supplemental Instruction. In addition, in 2018/2019 the new Quercus Site will be set up in a way that tracks facilitator mapping alongside attendance records, session plan

submissions, and reflection submissions. It is hoped that such an approach will increase the percentage of facilitators who get mapped each term.

Revisions to Initial Training

Based on the challenges Facilitators faced during this past academic year and observations from previous iterations of the program, the initial Facilitator training will be modified to increase its efficacy and efficiency. For 2018/2019, the plan is to expand the breadth of the initial training to increase the amount of facilitating techniques that can be applied in practice. Specifically, we will use role-play scenarios to illustrate difficult situations to encourage problem solving and re-direction to resources. Furthermore, we will implement new modules on managing sexual violence and mental health issues, and on working with students who are at-risk in response to issues we have encountered. We will continue to incorporate the experiences of Program Assistants and senior Facilitators and highlight challenges they have observed in order to share best practices for overcoming these difficulties.

In 2018/2019, initial FSG training will only be offered during specific time frames (e.g., before each semester, during Reading Week). This will lead to a more efficient use of the budget since more facilitators will be trained per session. The training process will also be more effective as the modules will be delivered in a more sequential manner and the higher attendance per session is likely to encourage more collaboration and sharing of ideas.

Revisions to In-Service Training

Moving forward, the aim is to increase in-service training sessions to twice per term. All in-service training sessions will also be inclusive to all disciplines to maximize the availability for facilitators and Program Assistants. Important strategies that will be covered include working with different group sizes and working with different types of students (e.g., alpha students, quiet students). Acting on feedback from facilitators after last year's training, we will also dedicate more time and attention to strategies for advertising FSG sessions to students. Although the content of the training sessions will be generalized, discipline-specific examples will be shared to meet the needs of the facilitators.

Outreach and Collaboration

The FSG model of support extends beyond the FSG program to three additional areas: the Residence's Peer Academic Leader (PAL) program, Academic Societies, and Exam Jam. The RGASC continued to provide training and academic support for the Peer Academic Leaders in the Residence, with two days devoted to facilitator training for the 15 Residence PALs in August 2017. In addition, a third day was dedicated to the development of academic skills workshops for the PALs, a Residence initiative that enhances the array of services which the PALs can offer to the support the building of academic skills for Residence students. In second semester of 2017/2018, the PALs and their Program

Assistant were integrated within the rest of the FSG Program. The PALs also supported non-residence sessions and the Program Assistant from the Residence worked directly with the general Program Assistants throughout the Winter 2018 term and was actively involved with meetings and Facilitator training.

During 2017/2018, members from four student academic societies, the UTM Anthropology Society, English and Drama Students Society, Sociology and Criminology Society, and the J. Tuzo Wilson Geology Club, were trained as Facilitators and subsequently delivered their FSG sessions as a team. During 2018/2019, additional student academic societies will participate in this process of providing FSG support to courses within their discipline.

The RGASC and the Office for Student Transition worked more closely in planning for Exam Jam. This resulted in the Mega-FSG sessions being more closely integrated into the wider Exam Jam advertising. It also led to the sessions being scheduled in rooms which were closer to other events and better suited to Supplemental Instruction. In 2017/2018, there was an increase in the number of Mega-FSGs and hybrid sessions (instructor-led review sessions with FSGs embedded within them). While data for Exam Jam in the Fall is incomplete, we are confident that these innovations resulted in stronger attendance during Exam Jam and we will continue this collaborative planning in 2018/2019.

Program Research Data

In collaboration with faculty and graduate students from the Ontario Institute for Studies in Education (OISE), data from FSG attendance records, combined with academic performance data was used to investigate the long-term effects of students' participation in FSGs. Funding for this research project was provided by the Office of the Dean in 2015, and the research was completed in December 2017.

This study investigated academic outcomes in relation to participation in Facilitated Study Groups for students who took Introduction to Psychology (PSY100Y) at the University of Toronto Mississauga beginning in the Fall of 2005, 2006, or 2007. PSY100Y was chosen for this research because it fits the profile of a high-risk course, was taught by the same instructor for the time period covered by the study, and has been supplemented with FSGs since 2005. The researchers used descriptive statistics and a series of logistic and multiple linear regression analyses to explore the effects of different levels of FSG participation on both course and degree outcomes.

Some of the more significant findings in this research project were as follows:

- Students who participated in two or more FSGs during PSY100Y received about 5% higher marks in PSY100Y than those who did not (2005: 5.46%; 2006: 5.23%; 2007: 5.23%), after controlling for gender and tuition status. For the 2006 cohort, attending one FSG also significantly predicted a PSY100Y mark increase of almost 5% compared to those who attended no FSGs. Participation in FSGs did not, however, predict whether or not students passed PSY100Y.

- Students with higher PSY100Y marks had higher odds of graduation. For the 2006 cohort, females had higher odds than males and students paying domestic tuition had higher odds than those paying international tuition; for the 2007 cohort, participation in 2 or more FSGs increased the odds of graduation after controlling for gender, tuition status, and marks in PSY100Y. Students with higher PSY100 marks also took less time to graduate. In the 2005 and 2006 cohorts, females took less time than males. There was no effect of FSG participation on time to graduate after controlling for gender, tuition status, and marks in PSY100Y.
- Students with higher PSY100Y marks had higher odds of graduation. After controlling for gender, tuition status, and marks in PSY100Y, participation in FSGs after PSY100Y did not predict whether or not students graduated or how long they took to graduate.

We expect to publish the results of this study in the upcoming year.

4) Promoting Academic Skills for Success (PASS) Program

The PASS Program was launched in February 2015 to provide dedicated support to academically "at risk" students. The Program's ultimate goal is to rebuild students' motivation, model successful behaviors, and raise students' self-awareness (i.e., to build students' resilience).

The PASS Program comprises a six-week course (non-credit-bearing) in one term followed by individualized monitoring and support in the subsequent term. Each week of the course includes the following:

- A two-hour "class meeting" focusing on foundational academic skills (listening, note-taking, reading, writing, problem-solving, critical thinking, research skills).
- A PASS Facilitated Study Group providing students with an opportunity to practice the skills introduced in the preceding class.
- Reflective writing exercises.

In addition, all PASS participants are required to attend both an intake and exit interview and a one-on-one consultation with a writing specialist to discuss their post-PASS writing assessment.

Enrolment and Completion Data

In 2017/2018, the PASS Program was offered three times (Summer, Fall, and Winter), with a total of 124 students enrolled and 97 completing the program leading to a 78% completion rate for the academic year.

Table 21: PASS Completion Rates (2016/2017 and 2017/2018)

Term	Students Enrolled	Students Completed	Retention Rate
Summer 2016	53	31	59%

Fall 2016	42	31	74%
Winter 2017	30	24	80%
Summer 2017	38	30	79%
Fall 2017	65	49	75%
Winter 2018	21	18	86%

The following is an overview of PASS registration and completion numbers since the creation of the program in 2015.

Table 22: PASS Program Overview 2015-2018

Session	*TOTAL COHORT*	*TOTAL STARTED*	*Graduated*	*De-enrolled*	*Registration Only*	*Retention Rate of Starters (%)*
Winter 2015	14	9	4	5	5	44%
Summer 2015	19	18	12	6	1	67%
Fall 2015	35	32	26	6	3	81%
Winter 2016	15	14	13	1	1	93%
Summer 2016	75	53	32	21	22	60%
Fall 2016	63	37	31	6	26	84%
Winter 2017	35	29	24	5	6	83%
Summer 2017	74	38	30	8	36	79%
Fall 2017	75	65	49	16	10	75%
Winter 2018	37	21	19	2	16	90%
Totals	**442**	**316**	**240**	**76**	**126**	**76%**

In each iteration of the PASS Program, RGASC staff have worked closely with the Office of the Registrar to refine the referral, intake, and record-keeping processes. Students' responses to the Program have been monitored closely and the curriculum, modes of instruction, and assessment tools have been revised accordingly.

The Office of the Registrar also take completion of the PASS program into consideration when assessing whether a student's suspension status can be lifted. In each term in 2017/2018, students have been referred to the PASS program with notification that their suspension lift is conditional, in part, on their successful completion of PASS.

Table 23: PASS Students with Conditional Suspension Life Status (2017/2018)

Term	Students Enrolled	Students Completed[2]	Retention Rate
Summer 2017	11	9	82%
Fall 2017	21	19	90%
Winter 2018	9	9	100%

[2] One of the two students from the Summer 2017 version of PASS, who did not complete the course, re-enrolled in the Fall 2017 version of PASS and completed the course in the Fall. The two students from the Fall version of PASS, who did not complete the course, re-enrolled in the Winter 2018 version of PASS and completed the course in the Winter). Therefore, 37 of the 38 Suspension Lifts in 2017-2018 completed the PASS course.

PASS Program Assessment

PASS completed its tenth iteration in April 2018, and so now can be assessed for its effectiveness, both quantitatively and qualitatively. The primary quantitative metric is to compare PASS with the Bounce Back Retention Program (BBRP) at San Diego State University, on which the PASS program is modelled. The 2011 report on the BBRP compared three groups of students among its at-risk population: students who had graduated from the BBRP; students who had started the BBRP but failed to complete the program; and students who were invited to join the BBRP but did not take part in the program. For BBRP, 65% of students who started the course were able to complete the course; for the ten versions of PASS, however, the completion rate has been consistently over 75%.

All PASS students complete a MINDSET (**M**otivation, **I**nitiative, **N**avigation, **D**irection, **S**tudy skills, **E**xpectations, **T**ime management) Inventory before and after taking the Program. This instrument helps PASS instructors measure the changes in students' attitudes and habits within the university environment.

The MINDSET Inventory asks students to respond to series of statements relating to their study habits and attitudes using a Likert scale. Each of the seven categories had seven items, and there were five response categories: 1 – never true; 2- seldom true; 3 – sometimes true; 4 – often true; 5 – always true. The items were negatively worded to bring attention to a poor attitude or habit (i.e., "I did not participate in study groups").

This past year, graduate students at OISE conducted an analysis of the data[3] generated by the MINDSET Inventory. The study found the following changes in the students' responses to the MINDSET Inventory. Note that a lower score reflects an improvement in that category (that is, students' statements were less negative).

Table 24: PASS MINDSET Inventory Data

Description	Pre-Pass (out of 5)	Post-PASS (out of 5)	Difference
Motivation	3.40	3.02	0.38
Initiative	3.31	2.86	0.45
Navigation	3.01	2.59	0.58
Direction	3.29	2.93	0.36
Study Skills	3.06	2.7	0.36
Expectations	3.19	2.96	0.23
Time Management	3.51	3.13	0.38

(Sample size: 100 paired responses)

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[3] The results were presented at the Canadian Society for Studies in Higher Education Conference, held at Ryerson University, on May 28th, 2017.

Changes to PASS in 2017/2018

Program Assistant Cohort

In 2015/2016, we began the process of progressively inserting former PASS graduates into the role of Program Assistants, with two of the six Program Assistants during the Winter 2017 term having previously completed PASS. In the Summer 2017 term, four of seven Program Assistants were PASS graduates, and then by the Fall 2017, all of the Program Assistants were former PASS students. All of the Program Assistants in Winter 2018 were PASS graduates and we expect this to continue being the case in the future. As we note in the RGASC 2016/2017 Annual Report, feedback from current PASS students regarding the support provided by former PASS students acting as Program Assistants has been overwhelmingly positive. Many students spoke specifically about how encouraging it was to see former probation or suspension students holding such positions. An additional affect has been that we have seen an increasing number of current PASS students asking how they too can be Program Assistants, which has provided us further opportunities to talk in tangible ways about the journey from probation or suspension to good standing and graduation.

Reconnect Sessions

In Winter 2017 we piloted a PASS Reconnect Session which focused on providing PASS graduates with an opportunity to review PASS content and cover additional material in an additional half-day workshop. The Reconnect Session was launched because a number of students commented that they wanted further opportunities to consolidate what they had learned in PASS, particularly if they were still on suspension. These Reconnect sessions involve group activities and discussions of key ideas, and provide an opportunity for students to ask questions and seek clarification on issues relating to the process of returning to good academic standing. While the pilot session in Winter 2017 had only six attendees, this increased to eleven attendees in Winter 2018. In the most recent Reconnect Session, staff from the Office of the Registrar and Career Centre also participated in what is hoped will be an ongoing collaboration. Following the session, 100 % of those surveyed said they felt more confident in applying their academic skills and in knowing where to go for support. To date, 28 graduates of the PASS program have participated in Reconnect Sessions.

Referrals from Residence

Greater collaboration has been taking place between the RGASC and Student Housing & Residence Life to ensure a direct line of referral between the two units. Whereas in the past almost all new PASS students were enrolled as a result of RGASC advertising or referrals

from Academic Advisors in the Registrar's Office, in Winter 2018, Residence staff started referring students directly to the PASS program. These referrals are taken seriously by students, because all Residence students must maintain good academic standing.

This approach marks a shift in philosophy as PASS is now involved with students before they are officially identified by the Office of the Registrar as being 'at risk'. In the Winter 2018 term, four Residence students were referred to PASS and three of them completed the program. We expect to continue to grow this collaboration and formalize the referral process in the 2018/2019 academic year.

5) Program for Accessing Research Training (PART)

PART is a research training program available to all UTM students. It is offered once a week throughout the Fall and Winter terms and then in a more compressed format as a "Summer Institute" in the last week of April and first week of May when there are very few other programs competing for students' attention. For the past few years, PART has included eleven distinct training modules and an information session on how to apply for an ROP course. Each training module comprises four hours of classroom instruction and a homework exercise or assessment. Instruction includes both conceptual discussion and hands-on practice of research methods.

PART programming is divided into three kinds of research methods: Core, Quantitative, and Qualitative. Students who complete all three Core modules, at least two of the Quantitative or Qualitative modules, and a Reflective Writing Exercise will receive a CCR annotation as either a Qualitative Methods or Quantitative Methods PART participant.

Changes to PART (2017/2018)

Last year we expanded PART to include more focus on Humanities research methods (the Conducting Archival Research Module). This year, again in response to feedback from the PART Advisory Committee, we piloted a new "Research Design in the Social Sciences" module during the Summer Institute. This has been added because the instructors of the original Research Design module found that many of the participants were Social Science students but were getting instruction in research design geared to Science students. More research design modules focusing on qualitative research methods (relevant in both the Social Sciences and Humanities) will be offered in 2018/2019.

At the recommendation of the PART Advisory Committee, we are in the process of creating a curriculum map of the program based on the learning outcomes and lesson plans for each module. This map will help us identify redundancies, gaps in programming, and areas where we can change the focus of instruction to ensure there is articulation between the different modules in each stream. The curriculum map will inform our efforts to create a survey for PART and ROP instructors asking for advice on changes to the PART curriculum.

The tables below present PART attendance and CCR data for 2017/2018.

Table 25: PART Attendance 2015-2018

Module	Fall/Winter 2015/2016		Summer 2016		Fall/Winter 2016/2017		Summer 2017		Fall/Winter 2017/2018	
	Registered	Attended	Registered	Attended	Registered	Attended	Registered	Attended	Registered	Attended
Transcribing and Coding *separate modules in 2015/16	48	10	14	10	42	8	15	7	10	3
Statistics	29	9	24	22	48	11	17	8	21	15
Research Ethics	23	12	38	35	61	36	25	21	50	31
Preparing for an ROP	24	12	n/a	n/a	18	4	n/a	n/a	26	10
Leading a Focus Group	21	8	13	9	46	8	13	9	15	9
Lab Protocols	24	7	18	15	42	10	19	7	39	18
Research Design in the Sciences *was called Experimental Design before Fall 2017	n/a	n/a	26	18	38	15	23	15	45	15
Data Analysis *module was Data Management in 2015/16	22	3	24	22	44	11	23	15	19	15
Conducting Literature Searches	21	5	46	33	44	29	24	20	41	21
Conducting Interviews	19	12	10	8	46	5	16	3	16	9
Conducing Archival Research	n/a	n/a	n/a	n/a	41	4	11	7	16	4
Annotated Bibliography and Literature Review *separate modules in 2015/16	42	9	41	35	45	30	26	21	42	23
# of Students registered/ attended	273	87	254	207	515	171	212	133	340	173
# of Students achieved CCR Annotation	n/a		27		7		7		7	

*still receiving final program reflections

The 2017/2018 PART Program (excluding Summer) had a total of 272 registrations and 173 attendances[4], whereas in 2016/2017, it had a total of 429 registrations and 171 attendances. In other words, actual PART attendance numbers were relatively unchanged from year to year, even if fewer students registered.

The PART Summer Institute was held for the third time in the last week of April and first week of May 2018. This approach was once again popular with students, with 345 registrations and, somewhat surprisingly, 462 attendances. This is a dramatic increase from the 133 attendances at the 2017 PART Summer Institute.

Table 26: PART CCR Students

Fall - Winter 2017/2018 CCR Status

Stream	Total Number	Notes	Not counting DEAL	Notes
Qualitative	3	*students completed both streams	3	*students completed both streams
Quantitative	8		4	
Total	**11**		**7**	

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[4] Each P.A.R.T. "attendance" represents a student who attended all of the required classes and completed the assigned homework for a given module. Each module includes four hours of instruction, with the exception of Research Ethics which includes two hours of instruction.

Summer 2017 PART Summer Institute CCR Status

Stream	Total Number	Notes	Not counting DEAL	Notes
Qualitative	7		8	
Quantitative	2	*students completed both streams	3	*students completed both streams
Total	**7**		**8**	

PART Participant Feedback

A total of 124 students provided feedback on the PART Program. In general, the participants' perceptions of the program were very positive. In response to the statement "I found this module intellectually stimulating," 88% of respondents agreed or strongly agreed. Similarly, 93% of respondents were either slightly or extremely satisfied with PART, and 98% were somewhat or very likely to recommend PART to another student. Over 91% of respondents agreed or strongly agreed with the statement "The module provided opportunity for 'hands-on' experience in terms of research, case studies, or real-world situations."

Future Directions

We plan to revise and, in all likelihood, expand the PART curriculum based on the survey feedback we receive from ROP and PART instructors (past and present). The survey will ask instructors about the current strengths and weaknesses of the current PART curriculum and what they believe PART should include in the future to ensure students are adequately prepared for more advanced research opportunities on campus.

Part Four: Course Teaching

At present, the RGASC does not offer its own credit-bearing courses. This year, however, the RGASC has been involved in the development and delivery of two courses:

- UTM118H: The Science of Learning
- EDS325H: Supplemental Instruction in Higher Education: The Impact of Peer Facilitated Study Groups

UTM118H: The Science of Learning

In 2017/2018, RGASC faculty and staff collaborated to design and teach UTM118H: The Science of Learning, an experiential learning course offered as part of the utmONE program run by the Office of Student Transition. Like all utmONE courses, UTM118H is designed to support students' transition to university, provide students with a solid foundation for further success, and help students develop transferable academic skills such as critical thinking, note-taking, and critical writing. All utmONE classes are capped at 60 students and therefore (unlike many first-year courses) allow for personalized

communication with faculty and the inclusion of interactive learning activities. Each utmONE course is interdisciplinary in nature and focuses on a different theme.

The theme for UTM118 is "the science of learning." The official course description reads as follows:

> This interdisciplinary course encourages students to take ownership of their education through a focus on the process of learning how to learn and by cultivating the habits of mind for lifelong achievement and success. Student will explore theories of learning and research on the strategies students should employ to reach deep understanding. Science of Learning is designed to help students develop their critical thinking, university-level oral and written communication, critical reading, and other foundational academic skills. As part of this course students will participate in a series of tutorials that will introduce them to essential elements of a holistic student experience (such as career exploration, health and wellness, and co-curricular engagement).

The course learning outcomes for UTM118H are for students to be able to:

- Propose solutions to address academic challenges commonly faced by university students.
- Apply collaborative learning strategies and reflect on their usage.
- Identify and critically evaluate academic source material.
- Plan, write and revise academic texts in which ideas are informed and supported by appropriate sources.
- Use self-assessment and reflection as a tool to fuel academic success.

The focus of UTM118H is on active learning. Students spend the majority of their time in each class practicing the academic skills to which they are introduced through short lectures on peer-reviewed scholarship that defines specific skills and presents research demonstrating how and why specific approaches to skills development are effective.

UTM118H was offered for the first time in Fall 2017 and the entire RGASC team was involved in its design and delivery. RGASC faculty and staff met numerous times over the summer of 2017 to decide on course content, textbook selection, and assessment methods. The RGASC Director was the instructor of record for the course and attended or lead all of the lectures, was responsible for all course administration, held weekly office hours, supervised the Teaching Assistant, designed the assessments, and helped with grading. All of the classes (including lectures, exercises, interactive quizzes) were designed and taught by different members of the RGASC team, with each faculty and staff member delivering an average of two guest lectures.

The Course Evaluation Report[5] for UTM118H indicates that the course was well received by students:

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[5] Final enrollment in the course was 50 and 29 students completed the course evaluation.

Table 27: UTM118 Course Evaluation

Scale: 1 - Not at All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

Question	Mean	Median
I found the course intellectually stimulating	3.8	4.0
The course provided me with a deeper understanding of the subject matter.	4.0	4.0
The instructor created an atmosphere that was conducive to my learning	4.6	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.3	5.0
Overall, the quality of my learning experience in this course was….	4.1	4.0

The following selection of open-ended feedback from the same course evaluations demonstrates the value of the course's use of active learning techniques and students' belief that they are learning skills that will be useful in other courses.

- "This was an excellent course. It provided me with learning strategies and mindset that will be very important in my university life. With my timidity and reluctance to reach out, I may have not gotten these information if I did not enter this course."
- "The lectures were very engaging, being a class of less than 50 people in a normal room. The amount of work was considerable compared to my other courses, which kept me going. Which is good. If there is any other word to describe this class other than 'helpful', it would be 'fun.'"
- "It was extremely helpful as different methods were used for learning the course's content."
- "Instruction in this course was very good. Many guest speakers came with a variety of information that helped me understand a much broader set of topics."
- "The classroom set up was beneficial to apply to the concepts learned in class. The introduction of many guest lecturers in the course was engaging."
- "I really enjoyed this course. I felt that the Collaborative Learning environment was an awesome transitional course for coming to university."
- "This course was very interactive and the instructions provided by guest lecturers on various topics were great especially since they are implementable in other courses."

UTM118H was an extremely successful collaboration between the RGASC and the Office of Student Transition. We aim to build upon this success by teaching three separate sections of UTM118H in 2018/2019—two in the Fall term and one in the Winter term. Each section of the course will be taught by a different faculty member, and the entire team will once again contribute guest lectures to all three sections.

EDS325H: Supplemental Instruction in Higher Education: The Impact of Peer Facilitated Study Groups

RGASC faculty and staff worked with faculty in the Department of Language Studies to propose a new experiential learning course offered as part of the Education Minor program. This course was approved in 2017 will be offered for the first time in Fall 2018. RGASC faculty and staff are currently working with an instructor from Language Studies to develop the course content. All EDS325H students will have "internships" with the RGASC in which they work 100 hours per term as a facilitator for the Facilitated Study Group program. RGASC staff will coordinate the internship component of the course, assess students' work in the internship, and conduct guest lectures on Supplemental Instruction for the course. More details on this initiative are provided in the FSG Program section of this Report above.

Part Five: Collaborative Programming

This final section of the Report focuses on those collaborative initiatives that have not been addressed above. Here, we address the RGASC's increasingly important work with UTM's many different student organizations, provide an overview of our involvement with numerous campus-wide initiatives involving game-enhanced learning, and identify the contributions we have made to UTM committees and working groups this past year.

UTMSU, Academic Societies, and Clubs

The RGASC works collaboratively with the UTMSU Executive, Academic Societies, Clubs and Associations to provide a variety of skills development and training opportunities through UTMSU-promoted associations and events. The RGASC has collaborated on and supported at least 23 student initiatives. Collaborations represented in the table below include academic initiatives proposed by clubs and associations, approved and funded by the "Club's Funding Initiative", a pool of money available to clubs sponsored by the Office of the Dean and the RGASC.

Table 28: RGASC Partnership with UTMSU Executive

UTMSU Initiative	Description of Activity
UTMSU Orientation Week	• Academic Skills Workshops and FSG training for Societies and Clubs
UTMSU Academic Advocacy Week	• Academic Skills Workshops: Academic Integrity, Citation, and Paraphrasing
UTMSU De-stressor Events	• UTMSU Club Collaboration De-stressor Event: Exam Preparation • Pop-up Academic Writing Support • Tabling to promote RGASC activities
UTMSU Societies and Clubs Training	• Academic Skills Development • Training and Information Sessions

Table 29: RGASC Partnership with UTMSU Academic Societies

Academic Society Name	Description of Activity
MCS Society	• Academic Skills Workshop: Problem-Solving • Exam de-stressor
Undergraduate Commerce Society	• Exam de-stressor activities
Psychology Association of Undergrad Students of Erindale	• Academic Skills Workshops: Multiple Choice Exam Preparation and Essay Exam Preparation
Historical Studies Society	• Worked with Society to provide support to Prof. Cowan for Notetaking Workshop
Sociology & Criminology Students	• Academic Skills Workshops: Annotated Bibliography and Thesis Statement development
Political Science and PreLaw Association	• Workshop: Journal Editing
With Caffeine & Careful Thought	• Workshop: Journal Editing
The Society: Sociology and Criminology Undergraduate Review	• Workshop: Journal Editing

Table 29: RGASC Partnership with UTMSU Clubs and Associations

Club / Association Name	Description of Activity
Middle Eastern Students' Association	• Skills development and funding for exam de-stressor event
Tibet Club	• Skills development and funding for club social and activity
Because I am a Girl	• Skills development and funding for multiple events
Anima Club	• Skills development and community activity funding
Erindale Gaming Organization	• Skills development training, and funding for games nights during the day and at night, in residence.
Latin America Club	• Skills development and funding for networking and social event
UTM Mooting and Mock Club – Trial Society	• Skills development and funding to support eight teams representing UTM registered for the 2017 Osgood Cup
Association of Palestinian Students	• Skills development and funding for exam prep/de-stressor workshop
Students Offering Support UTM	• Skills development and funding for programming developed in association with the Erindale Gaming Organization (see above)
UTM Musical Theatre Club	• Skills development and funding for performance skills and theatre for show
Mooting and Mock Club	• Skills development and funding for debate fees
League of Legends	• Skills development and funding for networking and workshop events
Creatives for Change	• Skills development and funding for de-stressor initiative

Game-Enhanced Learning

A new area of collaboration for the RGASC has been on the development and promotion of game-enhanced learning strategies across the campus.

Several collaborative projects were launched during 2017/2018 that explored the potential benefits of game-enhanced learning on the UTM campus in both a pedagogical and social context. The rationale for the use of games was supported by four assumptions:

- Learning is collaborative. A learning community will emerge spontaneously, as students collaborate within the social space of the board game.
- Learning is active and experiential. The dynamics of board game participation creates the possibility that a high proportion of the students involved will become actively engaged as actors as they become more immersed in the gameplay.
- Learning is meta-cognitive. The game experience creates for each student a framework for an authentic narrative incorporating self-reflection.
- Learning proceeds through scaffolding. The integration of knowledge modelled within the game and the acquisition/mastery of game strategy through the various stages of gameplay will follow a learning curve/scaffold.

Game-Enhanced Learning within ECO200Y

RGASC staff and an Economics instructor explored the value of using games as learning activities. More specifically, the research team wanted to know the feasibility of scaling up the use of games as teaching tools for use in larger classes (between 80 and 120 students). One of their central research questions was "What are the practical limitations and what is the maximum number of students who can be actively engaged in game-play within a classroom environment?" The goal of this project was to create resources and document a process that would help other instructors in the future include game-enhanced learning in their courses. The researchers also wanted to develop criteria to evaluate the pedagogical value of a game as well as create a facilitator training protocol to aid other instructors who plan to use games as pedagogical tools in large classes.

The project was implemented in four classes of ECO200Y in Summer 2017. During the two weeks prior to these activities four student facilitators were trained in the rules to two games: *Power Grid* and *Wealth of Nations.*

The researchers tracked the amount of time spent by each student in playing the games and invited the students to respond to an on-line survey that asked them to reflect on their level of engagement in the game-based activities, to compare this mode of classroom instruction to more traditional means of instruction, and to observe the role of the games in building a sense of community within the course.

The strongest positive responses were noted when comparing gameplay activities to the traditional lecture, the degree to which gameplay activities informed the course material, the level of enthusiasm of the instructional staff, the amount of focus (engagement) that the gameplay produced, the social connections formed with their classmates during gameplay, and the appropriateness of using games a legitimate teaching tool within a course. Just as interesting was the high degree of positive responses to the game-enhanced learning approach among the international students enrolled in the course.

Detailed data on this project was presented to the Teaching-Learning-Collaboration Group in April 2018.

Game-Enhanced Learning in the AIRLab

A game-enhanced learning approach was also introduced into the Advanced Interdisciplinary Research Lab (AIRLab) in 2017/2018. In its collaboration with the AIRLab, the RGASC has depended in the past upon the KOLB Learning Style Inventory to provide a methodological framework for attempting to build teamwork skills, but this approach has not been entirely effective.

A series of cooperative teamwork-building board games was introduced as a follow-up exercise in order to make the KOLB Inventory exercise a more meaningful process, and to provide a more concrete context to the students' self-reflection exercises. Each team was required to attend a two-hour teamwork-building session built around gameplay dynamics. The teams were required to play either *Pandemic* or *Wok Star*.

Feedback from each of the teams emphasized the high level of engagement that the game produces, as well as a more organic sense of how each member of the team functions and responds to the challenges presented by the game, compared to the more abstract and theoretical paradigm presented by the KOLB LSI construct. As a result, the AIRLab group has requested RGASC support for the coming year, but this time in the form of a monthly series of cooperative board games; the KOLB LSI will still be used, but will be positioned much later in the cycle of teamwork building events, and it will only be deployed as a way of framing the students' discussion around their board game experiences.

Game-Enhanced Learning in PASS

PASS uses a strength-based and positive psychology approach to rebuild motivation, model successful behaviors and appropriate expectations, and raise self-awareness through reflection, in order to produce a more resilient student who is academically and socially connected to the university culture. A critical component in operationalizing this pedagogy is the game-enhanced learning approach that is built into the curriculum structure. The rationale for this strategy is that the games will play a key, "subversive", role in counteracting the distractive "interruption technologies", as well as the concepts of "web-culture", embedded in the technologies that predominate in the academic habits and attitudes of these students.

Board games such as *Concept* (which teaches note-taking and memory skills) and *Pandemic* (which teaches problem-based learning skills) have already demonstrated a capacity to engage students at an immersive level and to re-introduce the students to the core academic skills embedded in the gameplay. Student feedback demonstrates that this experiential approach is effective. Students note a strong sense of connection to the game activities featured in class, commenting specifically on the role of the Pandemic game in

developing a problem-solving strategy and building a sense of community among the students.

Game-Enhanced Learning in Student Housing & Residence Life

Over the past year, the Student Housing & Residence Life has been exploring ways to expand the Living Learning Communities and to embed more effective small-group activities within this program. Over the past year, the RGASC has been meeting with staff from Student Housing & Residence Life to assist in planning a curriculum to support this expansion. There are currently four communities proposed as part of this expansion: Biology, Commerce, Math, and UTM118H: The Science of Learning. Work has already begun on constructing a series of weekly game-enhanced study/small group activities (similar to FSGs) to support the Biology, Commerce, and Math LLCs.

Game-Enhanced Learning Community of Practice

In the Winter term of 2018, a Game-Enhanced Learning CoP was established at UTM. This new group presents an opportunity to share ideas and seek suggestions for using games (both analog and digital) as a learning tools in higher education. Four meetings were held in Winter 2018. Future directions for the COP will focus on gathering further examples of how game-enhanced learning can be implemented and assessed within a course and setting up meetings oriented around important readings on the use of game-enhanced learning. Instructors from CPS and Language Studies have agreed to be co-chairs for the COP, and a Game-Enhanced Learning COP Group has been created in Blackboard to facilitate discussion and collect and disseminate resources related to game-enhanced learning.

Community Building and Games on the UTM Campus

Over this past year, attempts have been made to introduce games into various community-based, orientation, and transition activities on the campus as a way of engaging students and connecting them socially to the campus. The RGASC has established partnerships with the following groups on the campus in support of this initiative:

Student Clubs:

- Erindale Gaming Organization
- UTM Anime Club
- League of Legend Club
- Students Offering Support Club
- Math and Computing Sciences Society

Organizations, Units and Peer Mentor Programs:

- Hart House
- Residence PALs and Dons
- UTM Library Ambassadors
- AccessAbility Resource Centre Peer Mentor Program

During 2017/2018, boardgame events (activations) were organized and run in support of the following programs, organizations and events:

- Head Start 2017
- Exam Jam Fall 2017
- Exam Jam Winter 2018
- UTM 115 (Communication Among Cultures)
- Residence Boardgame Café
- UTM Boardgame Café

For 2018-2019, the partnership with Hart House has been expanded to include a Work Study position to support and promote game-enhanced learning across the University of Toronto.

As well, the schedule of boardgame events (activations) will be expanded next year to include:
- A monthly Boardgame Café, at various locations (Residence, Library) around the campus
- Summer Academic Skills Institute (AccessAbility)
- Winter Academic Skills Institute

Special Projects, Committees, and Working Groups

RGASC faculty and staff are also involved numerous special projects, committees, and working groups at the University of Toronto, including the following: Academic Technologies Committee; CTSI Advisory Committee; LEAF Grant Committee; Orientation Working Group; Student Life Professionals Network at UTM; University of Toronto Supplemental Instruction Working Group; UTM Foundational Numeracy Skills Working Group; UTM Foundational Writing Skills Working Group; UTM Mapping Tool Steering Committee; UTM Teaching Development and Innovation Committee; and UTM Teaching Development Travel Grant Committee.

Appendix A: RGASC Advisory Committee Membership (2018/2019)

Seat	Individual	Term Expiry
UTMSU Representative	VP University Affairs	N / A
Undergraduate Student	Geordie Frere	2019
Graduate Student	Ilapreet Toor	2019
Teaching Assistant	Abdullah Farooqi	2019
Humanities Instructor	Michelle Troberg	2020
Social Sciences Instructor	Joe Leydon	2020
Sciences Instructor	Christoph Richter	2020
Management / Prof. Schools Instructor	Catherine Seguin	2020
Office of the Dean	Fiona Rawle	N / A
Manager, Office of Student Transition	Jessica Silver	N / A
Librarian	Paula Hannaford	2019
Undergraduate Advisor: Social Science / Humanities	Sharon Marjadsingh	2018
Undergraduate Advisor: Sciences	Diane Matias	2018
Office of the Registrar	Laura Ferlito	2020
RGASC Staff / Faculty Member	Dianne Ashbourne	2020
RGASC Coordinator	Cliona Kelly	N / A
Director, RGASC	Tyler Evans-Tokaryk	N / A

Appendix B: RGASC Research and Scholarship 2017/2018

The following is a list of peer-reviewed research published or presented by RGASC faculty and staff members in the 2017/2018 academic year:

Ashbourne, D. & Rawle, F. (February 2018). "What should we be teaching students about the Science of Learning?" Educational Developers Caucus Conference. University of Victoria. Victoria, British Columbia.

Ashbourne, D. & Rawle, F. (February 2018). "Layered curriculum maps: An opportunity to reach new audiences." Educational Developers Caucus Conference. University of Victoria. Victoria, British Columbia.

Burazin, A. (December 2017). "When Jay-z showed up in calculus at 4:44". Canadian Mathematics Society (CMS) Winter Meeting. University of Waterloo, Waterloo, Ontario.

Burazin, A. & Lovric, M. (2018). "Analyzing Narratives About Limits Involving Infinity in Calculus Textbooks." Proceedings of Research in Undergraduate Mathematics Education (RUME) Conference, Springer.

Burazin, A. & Lovric, M. (2018). "Transition from Secondary to Tertiary Mathematics Culture Shock: Mathematical Symbols, Language, and Reasoning." In: Kajander, A., Holm, J., Chernoff, E. Teaching and learning secondary school mathematics: Canadian perspective in an international context. Advances in Mathematics Education (AiME), Springer.

Childs, R., T. Klubi, Langlois, S., Paabo, M., Vardy G., & Yang, J. (June 2017). "Mirror, Mirror in the Hall: Using Assessment to Help Students Become Reflective Learners." Canadian Society for Studies in Higher Education (CSSHE) Conference. Ryerson University, Toronto, Ontario.

deBraga, M. & Fuzukawa, S. (May 2017). "How to construct and Implement a New Assessment Methodology in a Large Undergraduate Classroom." University of Toronto's Teaching & Learning Symposium. Univeristy of Toronto. Toronto, Ontario.

Evans-Tokaryk, T. & Kaler (May 2017). "Supporting the At-Risk Population: Strategies for Teaching Academic Writing in a Program for Suspension & Probation Students." Canadian Writing Centres Association (CWCA) Conference. OCAD University, Toronto, Ontario.

Evans-Tokaryk, T (May 2017). "The Challenges and Rewards of Writing Program Assessment: A Report on the Use of Critical Discourse Analysis to Evaluate WAC." Canadian Association for the Study of Discourse and Writing (CASDW) Conference. Ryerson University. Toronto, Ontario.

Evans-Tokaryk, T., Criger, C., Wood, C., Ibarra, E., & Laliberte, N. (May 2017). "Indigenizing curriculum and pedagogy at the University of Toronto Mississauga." University of Toronto's Teaching and Learning Symposium. University of Toronto. Toronto, Ontario.

Fuzukawa, S. & deBraga, M. (June 2017). "Graded Response Method: Can question type improve critical thinking in large first year undergraduate courses?" Society for the Scholarship of Teaching & Learning (STLHE) Conference, Halifax, NS. June 20th-23rd.

Fuzukawa, S., Miller, H., Orchard, T. & deBraga, M. (May 2017). "The Virtual Mystery:

Online hybridized problem-based learning in large courses." University of Toronto's Teaching & Learning Symposium. University of Toronto. Toronto, Ontario.

Kaler, M. & Evans-Tokaryk, T. (May 2017). "The development of a basic assessment package for evaluating the effectiveness of writing instruction." University of Toronto's Teaching and Learning Symposium. University of Toronto. Toronto, Ontario.

Kaler, M., Scoville, C., and Janes, D. (April 2018). "Thinking Holistically abut Academic Integrity in a First Year Learning Environment." University of Toronto Teaching and Learning Symposium. University of Toronto. Toronto, Ontario.

Rawle, F. & Ashbourne, D. (November 2017). "Layered Curriculum Maps: A powerful tool for forging partnerships in teaching and learning." Research on Teaching and Learning Conference. McMaster University. Hamilton, Ontario.

Rawle, F. & Ashbourne, D. (April 2018). "Using Layered Curriculum Maps to Identify and Coordinate Integrated Learning Opportunities." 12th Annual University of Toronto Teaching and Learning Symposium. University of Toronto. Toronto, Ontario.

Richards, J. & Ashbourne, D. (February 2018). "Straddling the line: Navigating institutional tensions as an early career educational developer." Educational Developers Caucus Conference. University of Victoria. Victoria, British Columbia.

Taylor, L. (October 2017). "Navigating Intercultural Differences through the use of Game-Based Learning." AB TESL Conference. Alberta TESL. Calgary, Alberta.