

RGASC Advisory Committee Meeting, May 2016 Summary of Recommendations & Actions Taken

Challenges	Recommended Action	Action Taken
<p>Increasing Stakeholders (Campus Partners) Engagement</p>	<ul style="list-style-type: none"> • Collaborate more with individual Departments and other partners (especially student groups) on campus to promote RGASC programs and services • Collaborate more with Departments to design and deliver “just in time” support for students • Build stronger community with Departments, Faculty/ Instructors, and other stakeholders • Present “information sessions” at Academic Affairs, Department Orientation sessions, etc. • Eliminate redundant programming (OST, CTIG, Orientation, Residence, etc.) • Work with TAs to help them refer students to the RGASC • Improve communication with new RGASC Advisory Committee: <ul style="list-style-type: none"> ○ Re: Annual Report: circulate earlier (more time for reading before meeting); add mission statement; include more data in appendices; make tone more neutral in some sections ○ Publish schedule of Committee meetings ○ Create survey to get more input from Committee members 	<ul style="list-style-type: none"> • Presented to Academic Affairs, Fall 2016 • Presented at UTM New Faculty Orientation • Presented at CCT, Historical Studies, MCS, and Sociology new Faculty/ Instructor Orientation sessions • Partnered with UTM Residence on training (FSG leaders) and program delivery (academic skills workshops and Writing Retreats) • Trained FSG leaders for Student Clubs and Academic Associations • Partnered with UTMSU, Student Clubs, and Academic Associations to offer skills development workshops and assist with other initiatives • Partnered with OST on high school outreach • Provided professional development for Mathematics and Science high school teachers • Provided ELL professional development for high school teachers • Collaborated with numerous Departments to promote RGASC services and programming on course Blackboard sites • Partnered with WDI-funded courses for course-specific drop-ins • Involved in Major Maps Committee • Involved in Indigenizing Curriculum Working Group • Strengthened partnership with AccessAbility (increased number of Academic Skills appointments at ARC) • Continued to work with OST and UTM Residence to ensure alignment of programming / support regarding orientation, transition, and skills development • Participated in CTSI Advisory Committee, Orientation Advisory Committee • Made recommended changes to Annual Report and interactions with RGASC Advisory Committee
<p>Increasing Undergraduate Student Engagement</p>	<p>Advertising</p> <ul style="list-style-type: none"> • Modes of advertising should expand (i.e., Blackboard, posters, media screens) • Work with Departments to partner for specific offerings • Work with course instructors to promote offerings 	<p>Advertising</p> <ul style="list-style-type: none"> • Presented at numerous Department First-Year Orientation sessions • Held Undergraduate Advisor lunch to promote RGASC activities and collaborate for future partnerships

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- Provide value propositions and incentivize participation

Programming

- Improve access for students
- Offer more “just in-time” programming
- Offer more programming focusing on “continued / ongoing skill development”
- Enhance ELL support (especially, but not necessarily exclusively) by integrating it directly in courses
- Provide more Math / Science support

- Presented at First-Year Parent and Family Orientation session
- Purchased Media Screen to advertise RGASC programs and services (to be installed April 2017)
- Increased social media presence (Twitter & Facebook)
- Ran focus groups with students to solicit input on marketing campaign
- Revised RGASC website and talked to Advancement about profile of RGASC on UTM homepage or other options that might accomplish this goal
- Launched Essay Contest
- Launched “cold call” email outreach campaign to faculty members marketing Writing Support and Foundational Math Skills Support
- Hired Front-office and Communications Coordinator (March 2016) who has attended meetings of the UTM Communications group and helped heighten the RGASC’s profile on campus
- Expanded tabling on campus
- Trained Writing Instructors and permanent faculty & staff to promote programming when appropriate
- Advertised via whiteboard in front of the RGASC to promote drop-in hours and current programming
- Further developed UTMSU and clubs/societies network

Programming

- Developed and delivered Professional English Language Support (PELS) workshop series in HIS101, CIN101, FAH101, REL101 (CCR Approved)
- Created and offered ELL Workshop series and Elements of Academic Writing Workshop series (CCR approved)
- Added new Head Start workshop – “How to get the most out of your Syllabus”
- Offered “just in-time” academic skills workshops during new Fall Term Reading Week
- Increased number of hours of “drop-in” appointment times
- Created and offered Foundational Math Skills “drop-in” appointment times
- Offered weekly “Writing Retreats” (Fall and Winter)
- Offered weekly “Writing Retreats” in Residences (Winter)

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		<ul style="list-style-type: none"> • Increased number of workshops for P.A.R.T. and created P.A.R.T. Summer Institute • Increased number of Online Appointments • Improved communication with OST to ensure consistency of programming and to reduce redundancies
<p>Increasing Graduate Student Engagement</p>	<ul style="list-style-type: none"> • Create discipline-specific grad student communities (following example of GGR) • Create online presence of grad support (advertising help for grad students re: CVs, dossiers, etc.) • Make TATP programming and GPS programming more available at UTM (more variety and more generally); pair GPS and TATP; liaise more closely with CTSI • Make GPS and other forms of grad support more discipline-specific; general offerings are not attractive to students who are trying to specialize • Partner with UTMAGS to determine offerings and promote them • Provide online skills instruction / support for grad students • Let grad students know RGASC can help them (address misconceptions about kind of support RGASC provides) • Let supervisors know about support RGASC provides and get them to refer students • Offer a workshop on “how to get a Teaching Stream position in the university” • Provide targeted workshops/support for professional students (MBiotech, MScSM, MMI, MMPA, DIFA, BMC). 	<p>The RGASC’s newly hired (July 2016) Educational Developer has focused on two general priorities in an effort to redevelop the RGASC’s graduate student programming and act on the Committee’s feedback: 1) building relationships with important stakeholders to determine priorities for graduate student support and to improve our ability to advertise our services; 2) building capacity to offer a wide variety of workshops / support. The following is a list of specific actions taken to support graduate students and TAs:</p> <ul style="list-style-type: none"> • Attended graduate student events (UTMAGS Orientation BBQ, TATP First Contract Training) to speak to graduate students and let them know how the RGASC can help them • Communicated regularly with the UTMAGS co-presidents, who have helped us to determine graduate student priorities and promote our events • Increased collaboration between the RGASC, the Library, the Career Centre, and the Health & Counselling Centre re: graduate student support • Met with almost all of the department chairs and graduate program directors to discuss priorities for graduate student support • Determined workshop priorities by: emailing all grad supervisors individually to request suggestions for grad support; meeting face-to-face with department chairs and program directors; consulting with departmental graduate student groups (CPS, geography, biology); and running grad student surveys with the help of UTMAGS (Sept. 12, 2016 & Feb. 8, 2017) • Offered (or will offer) 8 workshops in 2016-2017 • Advertised support through GPS, TATP, the RGASC website, RGASC Twitter, personal Twitter accounts, UTMAGS, the UTM grad student listserv, posters around campus, and emails to grad supervisors, undergraduate

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		<p>counsellors (for TAS), and department assistants</p> <ul style="list-style-type: none"> • Organizing a Graduate Student Professional Day, similar to the one hosted at UTSC for either the last week of April or the beginning of October • Created online resources (in collaboration with TATP) for graduate students to assist them in teaching writing
<p>Outstanding Items</p>	<ul style="list-style-type: none"> • Create and post on website videos comprising testimonials from students that highlight the benefits of using RGASC resources • Discuss long-term direction of RGASC 	