Robert Gillespie Academic Skills Centre

Annual Report
2015-2016

Updated: 06 May 2016
Presented to RGASC Advisory Committee: 09 May 2016

Table of Contents

Introduction

This document reports on the programming and different forms of academic support provided by the Robert Gillespie Academic Skills Centre (RGASC) between 01 May 2015 and 30 April 2016. It also provides a brief overview of the scholarship conducted at the Robert Gillespie Academic Skills Centre (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 Report has not been written as an assessment or self-promotion document.

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 the RGASC provides programming and support that genuinely respond to its stakeholders' needs.. This 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.

The Annual Report is organized into five sections: 1) General Undergraduate Support; 2) Core Focus Areas; 3) Programs; 4) Collaborative Programming; 5) Research and New Initiatives. Wherever possible, it offers a simple quantification of the results of RGASC programming, not because empirical data are the only way to measure impact, but because they provide a useful point of departure for many different kinds of conversations about RGASC programming, including but not limited to discussions of its reach, impact, relevance, sustainability, affordability, and scalability.

The RGASC looks forward to feedback from 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.

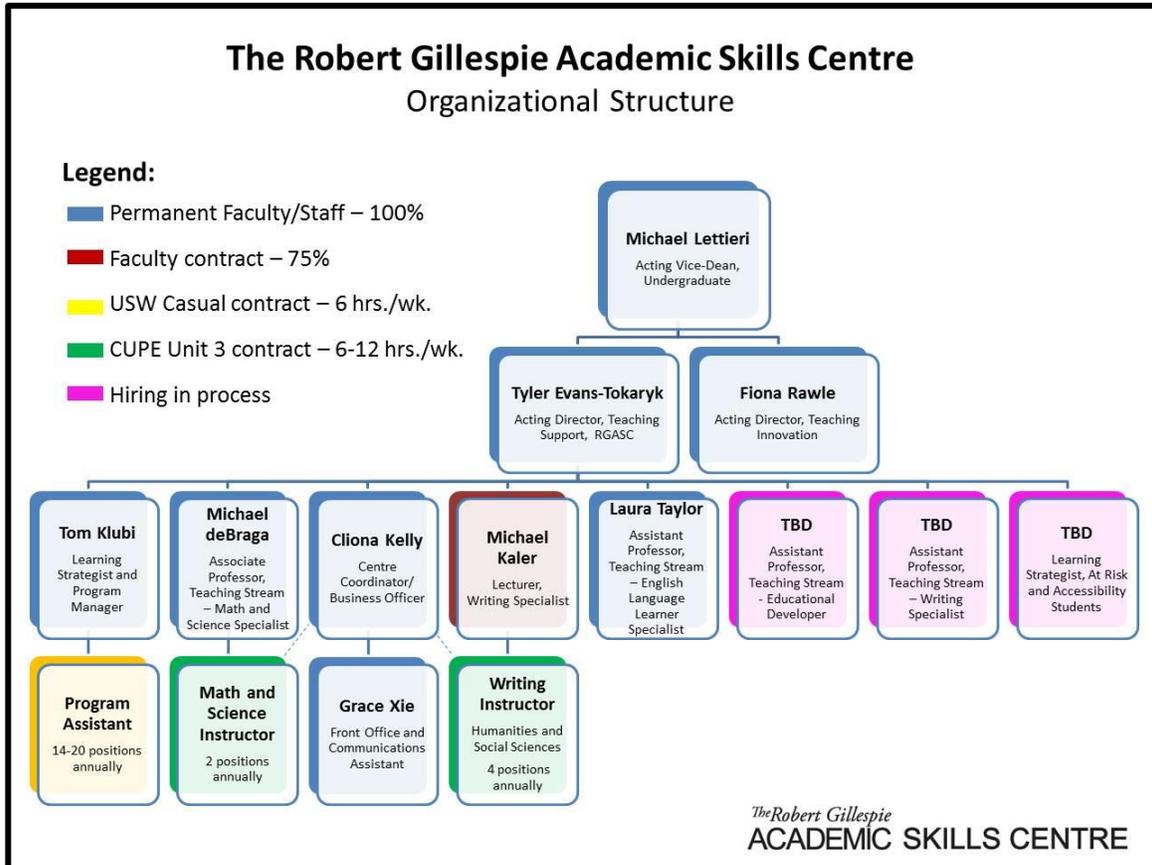|	
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Organizational Structure

In July 2015, the administrative structure of the RGASC was re-organized. The position of Director, Teaching Learning Support and Innovation was divided into two positions: 1) Director of Teaching Support; and 2) Director of Teaching Innovation. Both positions report directly to the Vice-Dean, Undergraduate.

The Director of Teaching Support is responsible for programs and staff based at the RGASC while the Director of Teaching Innovation is responsible for those teaching and learning initiatives external to the RGASC. This structure was piloted in the 2015-2016 academic year, with the position of Acting Director, Teaching Support, RGASC held by Tyler Evans-Tokaryk and the position of Acting Director, Teaching Innovation held by

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[1] The Terms of Reference for the RGASC Advisory Committee are posted on the RGASC website (http://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.

Fiona Rawle. A review of this administrative structure will be conducted by the Office of the Dean in summer 2016.

The following is an organizational chart of the RGASC current as of the 2015-2016 academic year:

The Robert Gillespie Academic Skills Centre
Organizational Structure

Legend:
- Permanent Faculty/Staff – 100%
- Faculty contract – 75%
- USW Casual contract – 6 hrs./wk.
- CUPE Unit 3 contract – 6-12 hrs./wk.
- Hiring in process

Michael Lettieri — Acting Vice-Dean, Undergraduate

Tyler Evans-Tokaryk — Acting Director, Teaching Support, RGASC

Fiona Rawle — Acting Director, Teaching Innovation

Tom Klubi — Learning Strategist and Program Manager

Michael deBraga — Associate Professor, Teaching Stream – Math and Science Specialist

Cliona Kelly — Centre Coordinator/ Business Officer

Michael Kaler — Lecturer, Writing Specialist

Laura Taylor — Assistant Professor, Teaching Stream – English Language Learner Specialist

TBD — Assistant Professor, Teaching Stream - Educational Developer

TBD — Assistant Professor, Teaching Stream – Writing Specialist

TBD — Learning Strategist, At Risk and Accessibility Students

Program Assistant — 14-20 positions annually

Math and Science Instructor — 2 positions annually

Grace Xie — Front Office and Communications Assistant

Writing Instructor — Humanities and Social Sciences 4 positions annually

The Robert Gillespie ACADEMIC SKILLS CENTRE

Part One: General Undergraduate Support

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). Most face-to-face appointments at the RGASC are conducted one-on-one and are 30 minutes long.

Appointment data for 2015-2016 will not be available until August 2016, so they cannot be reported here. The most recent data (see Table 1, below) demonstrate, however, that overall demand for face-to-face appointments continues to rise and that the RGASC has increased the number of consultations it offers in an effort to meet this need. Over the last four years, the RGASC's total number of appointments has increased from 1,926 to 3,264 per year. The number of unique students who visited the RGASC for face-to-face appointments has also increased from 715 students in 2011-2012 to 1,080 in 2014-2015 (see Table 2, below). Perhaps more importantly, the three-year trend of annual increases in the number of waitlisted students was reversed in 2014-2015 (see Table 3, below). While these waitlist data are encouraging, there were still 415 students in 2014-2015 who tried but were unable book an appointment with an instructor.

In an effort to address this concern, the RGASC made three changes in 2015-2016 to the way it offered face-to-face consultations. First, it extended operating hours on Tuesday and Wednesday evenings; second, it introduced online appointments; and third, it increased the number of hours dedicated to drop-in appointments. Students took full advantage of these initiatives, and the RGASC is confident that the 2015-2016 data will show another decrease in the number of students waitlisted and unable to book appointments.

Not reflected in the Appointment data below is the fact that many of the appointments offered by Math and Science Instructors are not being used as originally intended. The focus of a significant number of Math and Science appointments this year was on writing or a more general academic concern, not math or scientific problem-solving. The RGASC will attempt to address this trend in 2016-2017 by allocating less hours to Math and Science appointments and providing more "drop-in" sessions rather than regularly scheduled appointments for math and science students. This challenge is discussed further in the Numeracy section of this Report below.

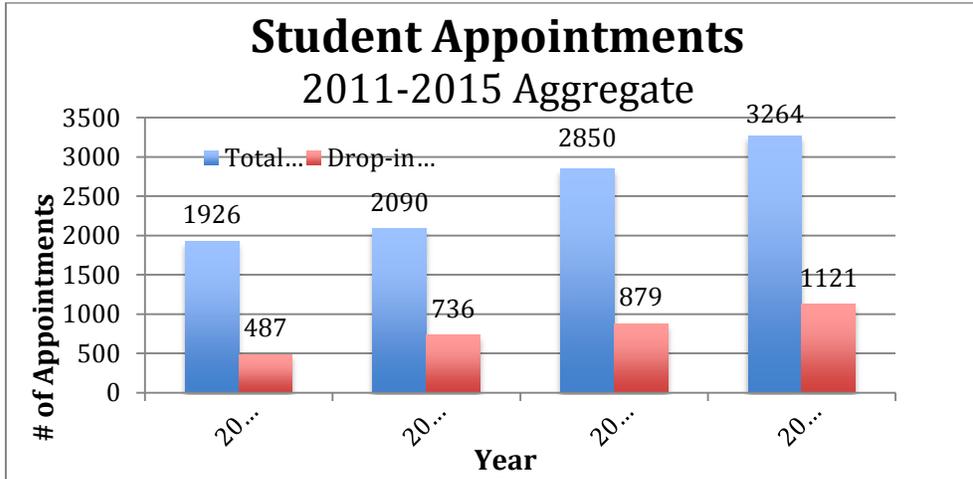**Table 1: Automated Booking System Data (2011-2015)**
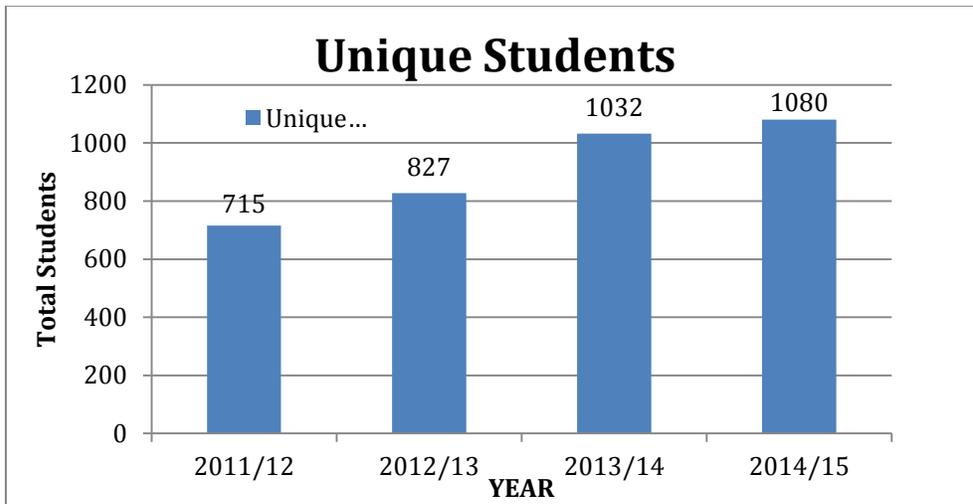
Student Appointments
2011-2015 Aggregate

Legend: Total... (blue), Drop-in... (red)

Year	Total	Drop-in
20...	1926	487
20...	2090	736
20...	2850	879
20...	3264	1121

Y-axis: # of Appointments (0 – 3500)
X-axis: Year

Table 2: Total Unique Students (2011-2015)

Unique Students

Legend: Unique...

YEAR	Total Students
2011/12	715
2012/13	827
2013/14	1032
2014/15	1080

Y-axis: Total Students (0 – 1200)

Table 3: Waitlist Data (2011-2015)

Year	Total Waitlisted Students	Waitlisted Students Booked
2011-12	840	279
2012-13	1148	409
2013-14	1564	612
2014-15	651	236

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 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. Departments submit proposals for courses and interventions to improve the development of writing in their programs. 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 2015-2016, 25 courses across the campus were supported, reaching over 6000 students.

If a given project is successful and has attained a reasonably stable form, its costs can be transferred into the departmental base budget: this option develops the WDI, shifting it from something that simply deals with proposals to a mechanism through which innovative pedagogical approaches can be supported as they manifest in the form of permanent, course-specific projects. This development highlights the increasing importance of assessment, which has become a major focus of our efforts over the past year, both in terms of assisting faculty to devise and implement appropriate tools and in terms of ensuring that assessments, in the form of final reports, are submitted. A challenge for the RGASC moving forward will be to continue to refine its "toolkit" of assessment methods, in order to give instructors assistance that conforms with best assessment practices, but does not interfere with the respect for disciplinary and departmental autonomy that is at the heart of the WDI.

TA Training

In order to support the writing initiatives of WDI-funded courses, the RGASC works closely with TAs, a group that is often underappreciated in the development of course initiatives. At the start of both the fall and winter terms, the RGASC offers 7-hour Writing TA Training Sessions, at which TAs (and instructors who wish to attend) learn about the benefits of enhanced focus on disciplinarily relevant aspects of writing in their courses, and are given tools for, and training in, creating writing-focused environments. In 2015-2016, these sessions were attended by 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. In addition to these training sessions, the RGASC provides ongoing support to TAs during the term as they design, deliver, and assess writing work. In prior years, the TA training has been done in one group made up of TAs from all disciplines: however, this year the RGASC set up a separate training session for DVS TAs. This session's success convinced RGASC faculty to shift training to disciplinary groups in all cases, which will require more resources, but will provide greater value for the participants because of the increased specificity and focus such an approach permits. The RGASC recognizes, though, that one of the major advantages to the traditional approach to the Writing TA Training program is that it allowed TAs from different disciplines to meet and broaden their understanding of how things work in the University context as a whole: accordingly, the RGASC will also offer a grammar- and sentence-focused three hour training that will not be segregated by discipline.

The Centre's work with TAs extends beyond the WDI: in addition to the WDI-related sessions, in 2015-16, RGSAC faculty ran 16 writing-focused TA training sessions (typically 2-3 hours in length), many tightly integrated with specific course demands, and worked with the TATP to develop an online, one-hour training module for writing TAs (or TAs in writing-intensive courses). In terms of training beyond the TA-level, RGASC faculty also helped train undergraduate Residence Experience Coaches to deliver peer-to-peer writing instruction.

Faculty and instructor assistance

The RGASC also offers support for assignment design to instructors of writing intensive courses. 2015-2016, RGASC faculty contributed directly to the integration and execution of writing-based tasks in more than 23 courses across the disciplinary spectrum. These contributions often included assisting with development of assessment criteria (and associated rubrics) that help improve feedback, as well as helping develop tools to assess the efficacy of writing instruction, such as student surveys and analyses of student writing.

Direct student assistance

In addition to face-to-face consultations (discussed above), RGASC writing instructors work directly with students through course-specific drop-in sessions, assignment-specific workshops or presentations, and co-curricular events. In 2015-2016, the RGASC ran 26 course-specific drop-in sessions reaching more than 350 students who likely would not have had an opportunity to book an appointment at the RGASC. These sessions involve short (ca. 10 minute) meeting with students to discuss a specific assignment: they enable RGASC faculty to assist a large number of students in a short time by addressing focused, immediately relevant issues. The RGASC also gave 70 presentations or workshops on writing skills in credit-bearing courses, and 25 writing skills workshops for student Academic Societies and co-curricular programs such as BioPath. These presentations and workshops covered writing topics including academic integrity, paragraph structure, thesis statements, critical reading and thinking, and exam writing.

Future Challenges

The RGASC's primary challenge for 2016-2017 is to build a bank of more robust writing resources for disciplinary faculty and TAs to use when teaching and assessing student writing. This set of resources must be accessible online and easily adaptable to the specific requirements of the RGASC's stakeholders.

2) Numeracy Support

The RGASC's numeracy support takes two forms: 1) face-to-face consultations; and 2) online video tutorials that can be integrated into individual course's Blackboard sites. Face-to-face consultations revolving around numeracy involve what might be best described as a reactive approach that responds directly to student concerns associated with an upcoming assignment or test. Most of the underlying issues for the student visit tend to be conceptual and can be linked to a mathematical misconception.

Students seeking math support often want RGASC faculty and strategists to function as tutors; this reflects the way that how students have approached math throughout their lives. Instead of offering tutoring services, however, Math and Science Instructors take a more proactive approach by helping students recognize their mathematical misconceptions. This approach can be challenging and may at first receive push-back from students who are frustrated with a given mathematical problem. Nevertheless, the RGASC's emphasis during these sessions is to provide students with assistance in diagnosing the underlying problem, and then suggesting a pathway for increasing student self-efficacy. Students usually come to value this approach because it helps to mitigate their math anxiety and promote the self-confidence that is required for success. In 2015-2016, Math and Science Instructors conducted a total of 430 face-to-face appointments.

Online Video Tutorials

The RGASC has worked closely with instructors in Biology and Mathematical and Computational Sciences to develop videos teaching math skills for use in non-math disciplines. To date, eight videos have been created for and used in two courses, BIO207 and MGM301. RGASC faculty have conducted research on the impact of the video tutorials which yields conflicting evidence. For example, in the MGM301 series of videos, student responses showed support for the videos, whereas students from BIO207 were less inclined to identify the videos as having provided assistance. The difference in responses may simple reflect a difference in focus between the two course instructors.

Critical Reasoning

The RGASC has collaborated with a number of faculty members across the curriculum to integrate the Graded Response Method (GRM) in their courses. The GRM is a tool that helps develop conceptual knowledge in students by requiring them to justify their rationale for a particular response to a question. In 2015-2016, the GRM was used in the

following courses: BIO153, BIO356, CSC108, CSC290, GGR111, GGR202, GGR305, MGM200, MGM301 & RSM270; at least one new course, ANT101 will be coming on board for the summer of 2016.

Table 1: Courses applying GRM in 2015-16 academic year

Course	Method for delivery of GRM	In-class support (tutorials or similar interventions)	# of students completing course
BIO153HFS	Assessment (Modified)	No direct support	$\cong 800$
BIO356H5F	Assessment & Instruction	Active Learning tutorial support	31
CSC108H5F	Assessment (Modified)	None	110
CSC290H5F	Assessment & Instruction	Lecture Support	$\cong 150$
CSC290H5S	Assessment & Instruction	Active Learning tutorial support	$\cong 150$
GGR111H5F	Assessment & Instruction	Active Learning tutorial support	263
GGR202H5S	Assessment & Instruction	Active Learning tutorial support	149
GGR305H5S	Assessment & Instruction	Lecture support	$\cong 70$
MGM301H5F	Assessment (Modified)	None	24
RSM270*	Assessment (Modified)	None	$\cong 120$

* Two sections of RSM270 used GRM without direct support from the RGASC.

More than 1900 students have been exposed to the GRM this year; this will rise to over 2,000 once ANT101 is added in the summer of 2016. In most cases, the course instructors have supported the delivery of course material through GRM-focused tutorials led by either course TAs who have received direct training and support by RGASC faculty, or through the direct use of the GRM in class by the course instructors themselves, who have been introduced to GRM by RGASC faculty.

Assessment of the GRM method demonstrates that this tool increases all students' engagement with course material and improves the performance of students scoring below the class median. For instance, in BIO153, GGR111, and GGR202, students showed improvement in overall performance after taking part in a number of peer-to-peer discussions that required them to defend their support for a particular claim. Although significant improvement was noted only for students who initially scored below the class median, the experience also received favorable comments from higher achieving students, whose marks were not significantly affected.

Future Challenges

A challenge with the GRM approach as it is currently being deployed stems from the complex nature of the exercise associated with its assessment component (a multiple choice format), which demands significant effort on the part of the course instructor to design. The RGASC is currently investigating alternatives to the GRM assessment model with the hope of making its design less challenging for course instructors.

Of the 430 Math and Science appointments conducted at the RGASC between September 2015 and April 2016, appointment records indicate that only 59 (14%) were explicitly focused on a math-related issue. It is possible that this limited number of math-focused appointments reflects students' general perception that math skills require more of a recipe-driven methodology, an idea that limits our ability to help students develop the critical skills they need. This student perception that math is learned best through the memorization of recipes is patently untrue but it persists and needs to be challenged. The RGASC may also need to change the way it books Math and Science appointments (i.e., by reducing the number offered and/or replacing some appointments with well-advertised and regularly scheduled drop-in sessions).

3) English Language Learner (ELL) Support

Established in September 2014, the English Language Learner (ELL) program specifically targets students who do not speak English as a first language. In 2015-2016, the ELL program continued to develop and expand. RGASC faculty conducted 506 face-to-face appointments with ELL students in 2015-2016. Students attending these appointments sought support in a number of different areas, including the following: grammar and vocabulary; generic requirements of academic writing; academic integrity; conventions for referencing and citing; and strategies for constructing arguments.

The RGASC also published *Survival Skills for International Students*, a collection of short stories written by UTM students about their own experiences at UTM. Publication of this book was particularly useful in establishing relationships with contributing authors (who were primarily ELL students); it also helped to foster relationships with incoming first-year students. In total, 37 stories were included in the final publication, which was made freely available for download through *Smashwords*. As this book was particularly useful in building a rapport between the RGASC and ELL students, the project will be an annual occurrence: the second edition is already in progress, with an anticipated publication date of August 2016.

RGASC faculty have created a suite of ten online grammar and vocabulary workshops and quizzes for use in individual course Blackboard sites. In 2015-2016, these workshops were used in the Departments of Biology (BIO400), Anthropology (ANT211) Linguistics (LIN410), Economics (ECO100, ECO202), Historical Studies (HIS101), English and Drama (ENG110, ENG 140), and Visual Studies (FAH101, VCC101). These workshops allow instructors or TAs to highlight specific areas of concern found in student writing and provide specific direction for students on how to get assistance (e.g. by requesting students to undertake a workshop related to a specific grammar issue).

In the past year, RGASC faculty also created an Academic Integrity Tutorial (AIT) designed for use on course Blackboard sites. Comprising a set of three workshops, the AIT focuses on citation practices, strategies for avoiding plagiarism, and different kinds of academic misconduct. Each workshop includes a quiz and can be adapted to the instructor's unique needs.

Working in partnership with the Department of Visual Studies, the ELL Program offered Communication Cafés that were specific to FAH101 and VCC101. These sessions comprised 40 minutes of active learning activities targeting general grammatical issues and ten minutes focusing on subject specific vocabulary submitted by the course instructor.

FAH101

Date	Topic	Attendance	Hours of Instruction
Sept 18	Introductions	5	1 hour, 2 sessions offered
Sept 25	Public Speaking	7	1 hour, 2 sessions offered
Oct 2	Critical Thinking	10	1 hour, 2 sessions offered
Oct 9	Communication Time	3	1 hour, 2 sessions offered
Oct 23	Cultural Awareness	7	1 hour, 2 sessions offered
Oct 30	Discussing a Reading	18	1 hour, 2 sessions offered
Nov 6	Proofreading Aloud	25	1 hour, 2 sessions offered
Nov 13	Being Descriptive	22	1 hour, 2 sessions offered
Nov 20	Lost in Translation	20	1 hour, 2 sessions offered
Total		127	
Unique Students		37	

VCC101

Date	Topic	Attendance	Hours of Instruction
Jan 4	Introductions	2	1
Jan 11	Conversation Starters (small talk)	2	1
Jan 18	Critical Thinking	3	1
Jan 25	Communication Time	1	1
Feb 1	Using Punctuation	1	1
Feb 22	Proofreading Aloud	1	1
Feb 29	Being Descriptive	0	1
Mar 7	Lost in Translation	0	1
Mar 14	Summarizing Academic Readings	0	1
Mar 21	Negotiating Group Work	0	1
Total		13	
Unique Students		3	

RGASC faculty also created a series of eight two-hour workshops for the Department of Management's Professional Development Skills Program (PDSP). This workshop series combined ELL-focused skills instruction with discipline-specific tasks that were relevant to Management students. The workshop series was attended 82 separate times, with many students attending multiple sessions. Attendance data are included below in the "Preparation to Launch" section of this Report.

Finally, the ELL program partnered with the Office of Student Transition (OST) to provide academic skills workshops during Orientation Week and a set of ELL workshops for the LAUNCHing series. The LAUNCHing workshops were tailored to meet the

specific needs of ELL students while maintaining a focus on issues related to Orientation. Details on the LAUNCHing series of ELL workshops are as follows:

Date	Topic	Attendance	Hours of Instruction
Sep 15	Strategically Learning to Learn	2	1 hour, 2 sessions offered
Sep 22	Resources for International Students	3	1 hour, 2 sessions offered
Sep 29	Test Taking Tips	5	1 hour, 2 sessions offered
Oct 13	Help me to Paraphrase, Summarize, Reference and Cite!	3	1 hour, 2 sessions offered
Oct 20	Stressful Situations	2	1 hour, 2 sessions offered
Oct 27	Critical Thinking: What do professors really want?	2	1 hour, 2 sessions offered
Nov 3	Stereotypes: The international student in the Canadian classroom	0	1 hour, 2 sessions offered
Nov 10	Building Self Confidence	2	1 hour, 2 sessions offered
Total		19	

Future Challenges for the ELL Program

Co-curricular programs are not the most effective method for supporting ELL students: scheduling is difficult and attendance is usually low. On the other hand, opportunities to provide effective in-class ELL support are limited due to the range and diversity of students' needs and abilities. The ELL program needs to find a way to interact with a greater percentage of the ELL student population—both in courses and through co-curricular programming—while developing resources and interventions that address the full range of students' needs.

4) Graduate Student Support

Graduate and Professional Skills (GPS) Program

RGASC programming for UTM-based graduate students is currently going through a transition period. In previous years, many Graduate Professional Skills (GPS) workshops have been made available to UTM-based graduate students, but the enrolment in and attendance at these workshops has been low. As a result, RGASC faculty have focused instead on providing face-to-face appointments for graduate students on an 'as-needed' basis. In 2015-2016, RGASC faculty conducted 37 hours of appointments with graduate students. Most appointments focused on the following topics: 1) writing letters of intent for graduate school; 2) outlining thesis proposals; 3) organizing research; 4) drafting articles for publication; and 5) responding to editor and/or supervisor comments.

One of the ways the RGASC has attempted to address low enrolment numbers in the GPS workshops has been to develop workshops that can be offered as components of either the Teaching Assistant Training Program (TATP) or Graduate Professional Skills (GPS) program. RGASC faculty plan to pilot this approach in 2016 through a three-hour training module on best practices for teaching and addressing sentence-level grammar

issues offered through both the GPS and TATP programs. Other approved GPS offerings include the following:

- Writing grant proposals in the sciences
- Writing grant proposals in the humanities and social sciences
- Preparing a teaching dossier
- Webpage design for academia
- MySQL management
- Reading and using statistics
- Managing People 101 and 201
- Using R software in statistics
- Professional Presentations

- Teaching and learning styles
- Problem solving: an experiential workshop
- Preparing professional graduate papers
- Writing for a non-academic audience
- Making the most of your graduate supervision
- Presentation Skills for ELLs
- Effective Writing in the English Language

Teaching Assistant Training

The RGASC works in partnership with the Teaching Assistants' Training Program (TATP), a tri-campus training program for any student working as a TA at the University of Toronto. This program provides certification of professional teaching development and supports departments in their efforts to provide general training for new TAs and TAs teaching in new contexts. RGASC faculty delivered six TATP training sessions to 180 Teaching Assistants during UTM's TA Day in September 2015:

Session	Attendance
First-time TA Session	56
Leading Labs & Practicals	48
Discussion-Based Tutorials	15
Problem Sets	15
Adapting Teaching Techniques	6
Best Practices in Grading	40

The RGASC also provides more specialized, individual, and small group training for specific courses and departments. Some of these are offered through the Writing Development Initiative (WDI) program and focus on writing pedagogy (see Writing Support, above), while others provide advice on best practices in assessment, facilitating peer feedback, classroom management strategies, resource development, etc. The following table[2] outlines the training and workshops RGASC faculty provided for teaching assistants in 2015-2016 (excluding TATP-specific programming).

Date	Context	Topic	Attendance	Hours of instruction
Aug. 31	FAH Writing TA training	Writing TA training	8	5 hours
Sept. 3-4	WDI-funded course TAs	Writing TA training	20	10 hours

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[2] Data in this table repeat some of the information provided in the Writing Support section of this Report.

Sept. 14	GGR TAs (various)	Creating and running a peer mentoring TA network	5	3 hours
Sept. 14	SOC221 TAs	Writing TA training and general pedagogy	8	4 hours
Sept. 15	POL214 TAs	Writing TA training	2	2 hours
Sept. 21	ENG110/140 TAs	Close reading	12	1 hour
Sept. 17	Eng/Drama GEF Funded	Various topics	8	3 hours
Sept. 24	Eng/Drama GEF Funded	Various topics	8	3 hours
Sept. 24	BIO205	Marking prep	8	2 hours
Week of Oct. 12-16	WDI TAs	Mid-term check ins	8 total	3 hours **each**
Oct. 19	ENG110/140	Thesis statements	10	1 hour
Nov. 9	ENG110/140	Academic Integrity	6	1 hour
Jan. 5	DVS TAs	Writing TA training	5	5 hours
Jan. 7	WDI TAs	Writing TA training	13	8 hours
Jan. 25	ENG110/140 TAs	Secondary sources	10	1 hour
Feb. 8	LIN205 TAs	Teaching book reviews	5	2 hours
Feb. 10	PSY290 TAs	Teaching writing skills	2	2 hours
Mar. 3	BIO153 TAs	Benchmarking, evaluating writing	5	2 hours
Mar. 4	GGR202 and 277 TAs	Check-in, writing assessment	5	3 hours
Mar. 31	BIO153	Benchmarking	5	2 hours
Mar. 31	PSY290	Benchmarking	3	2 hours

Future Challenges

The RGASC needs to collaborate with relevant stakeholders (e.g. the Office of the Vice-Dean, Graduate; Career Centre; UTMAGS; School of Graduate Studies) to more clearly identify the changing needs of UTM graduate students so that relevant programming and supports can be provided to this important constituency.

5) Faculty Support

Individual Appointments

The RGASC has a growing educational development / faculty development program. Among the areas supported are teaching dossier reviews, new course development, course redesign, syllabus design, alignment of assignment design with course outcomes, micro teaching, and new pedagogical approaches that support success in the classroom, such as problem-based learning, team-based learning, and other active learning approaches and techniques. Another successful initiative has been the development of a focus group process that allows faculty to identify issues arising in their courses and

adjust to them before the course is seriously affected.

In December 2015, the RGASC's Educational Developer retired leaving a temporary gap in this area of the Centre's programming. Efforts are currently underway to recruit a new Educational Developer; until this happens, the Acting Director of Teaching Support, Acting Director of Teaching Innovation, and relevant RGASC faculty members are providing support for UTM faculty. In 2015-2016, the RGASC provided 130 hours of individualized support for over 30 different faculty members (excluding consultations with instructors of WDI-funded courses).

Professional Development Opportunities

The RGASC partners with a number of organizations beyond UTM, including CTSI, UTSC's Centre for Teaching and Learning, and the Writing Centre Directors group, to provide a broad range of professional development opportunities for UTM faculty. At UTM, the Teaching Learning Collaboration (TLC) group hosts or supports a number of events each year: the RGASC provides the framework for the TLC as a community of practice in terms of scheduling, budget, marketing, and communication. The TLC and RGASC supported the following events in 2015-2016:

Session	Registration
Curriculum Mapping	18
Three Approaches to Facilitate Student Learning	14
Mentoring Teaching Assistants to become Teaching Scholars	9
SoTL Research Design	11
Integrating Feedback Pilot Project	20
Making Learning Outcomes Work for You	69
Creating engaging activities through classroom response systems	12

Curriculum Development

The Acting Director Teaching Innovation and the RGASC's Educational Developer have played an active role in supporting curriculum development at UTM. Ongoing curriculum development efforts include supporting departments create curriculum maps that respond to the Undergraduate Degree Level Expectations (UDLEs) and align with the departments' program outcomes. This process is also helpful to departments when they need to write a self-study or critique of their programs for departmental review. The RGASC has been actively involved in both the Curriculum Mapping Initiative and the UDLES Renewal Working Group in 2015-2016.

Active Learning Classrooms

For the past two years, UTM has been exploring the development of Active Learning Classrooms (ALCs). ALCs are learning spaces designed to encourage interaction and peer work. Typically, ALCs de-emphasize the "front" of the room and provide technologies, including A/V support, to promote group work and class-wide discussion.

Two prototype rooms, equipped with different technologies, were put into service in winter 2015. In collaboration with the Library, Information and Instructional Technology Services (I&ITS), the Office of the Registrar, and Facilities Management and Planning, the RGASC has been supporting and documenting the usage of these rooms. In particular, a team composed of librarians and RGASC staff have been working directly with instructors to support the design and deployment of courses re-designed for the ALC setting.

The RGASC has also sponsored a set of development activities targeting faculty using these rooms for the first time. RGASC faculty participated in a reading group focused on ALCs and, more generally, team-based learning issues. In 2015-2016, the group transformed into a working group with the goal of producing UTM-contextualized team management materials for instructors.

Online and Hybrid Teaching

The RGASC works collaboratively with technology librarians and I&ITS to provide support for instructors using online resources in their courses. While support for online initiatives is provided centrally, the RGASC supports funding proposals (e.g., to ITIF or the UTM Teaching Innovation Fund) and provides educational development resources to successful projects. In 2015-2016, the Centre was involved in projects that produced online learning resources in multiple departments (for example, Math Video Tutorials, the Academic Integrity Tutorial, Grammar Tutorials, Writing TA Training modules) and helped evaluate the impact of online learning resources on student learning.

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) Facilitated Study Group Program; 3) Program for Accessing Research Training (P.A.R.T.); 4) Promoting Academic Skills for Success (PASS) Program; and 5) Preparation to Launch Program. The following is a brief overview of each program's activities in 2015-2016.

1) Head Start

In 2015-2016, the Head Start program was altered so that parts of it could be incorporated into UTM's Orientation Week, which is sponsored by the Office of Student Transition (OST).

Total attendance figures for the core offerings of Head Start (August 24-28) were down from the 2014 total of 1668, to a total of 1642. Unique attendance was also down from a total of 397 in 2014 to 322 unique attendees in 2015. This decline of 1% for total attendance and almost 20% for unique attendance is significant, but the data are somewhat mitigated by the expansion of Head Start into OST's Orientation Week (see Tables 1-5 & Fig. 1 for comparative attendance). The total attendance for all of the RGASC's Orientation / Transition programming was 1,886, of which 391 were unique attendees.

Academic Workshop Attendance

As in prior years, the Departments of Biology, Mathematical and Computational Sciences, and Chemical and Physical Sciences delivered information sessions at Head Start. In 2015-2016, those Departments were joined by Sociology and iCCiT, bringing the total number of departmental sessions to five.

Not including the new English Language Learner workshops, the RGASC delivered a total of 8 academic skills workshops in 2015. These workshops were delivered 16 separate times throughout the week and were 1 hour in length. Attendance for the eight skills-based workshops totaled 613 participants (see Table 1).

TABLE 1: Head Start Academic & Information Sessions (August 24-27, 2015)

Session Type	Session Name	Total hours	Total Attendance
Large Group (General Information)	Intro. to University Part 1	60 minutes	113
	Intro. to University Part 2	60 minutes	87
	Exploring First Year Part 1	60 minutes	80
	Exploring First Year Part 2	60 minutes	54
Large Group (Department)	Introduction to Biology	60 minutes	110
	Introduction to MCS	60 minutes	83
	Introduction to CPS	60 minutes	68
Small Group (Department Sessions)	Introduction to Sociology (Do you like Crime?)	90 minutes	33

	Introduction to iCCiT	120 minutes	24
Large Group Skills	Reading & Writing Expectations	60 minutes	88
Small Group (Skills Workshops)	Writing a Lab Report	60 minutes X 2 sessions	80
	Time Management	60 minutes X 2 sessions	77
	Problem Solving	60 minutes X 2 sessions	62
	More to Life than Wikipedia	60 minutes X 2 sessions	52
	Math Skills for University	60 minutes X 3 sessions	94
	Critical Reading	60 minutes X 2 sessions	69
	Critical Writing	60 minutes X 2 sessions	91

New Head Start Initiatives

One of the most significant changes to the Head Start program was the targeting of International Students through a series of English Language Learner (ELL) sessions (Table 2). In addition, a number of lunchtime Student Life-focused activities were also added (Table 3), which included Campus Tours and an opportunity to have lunch with a senior student (sponsored through OST).

TABLE 2: Head Start ELL Sessions (August 24-27, 2015)

Session Type	Session Name	Total hours	Total Attendance
English Language Learner	ELL skills	60 minutes X 5	18
	Preparing for Academic English	60 minutes X 2	25

TABLE 3: Head Start Student Life Sessions (August 24-27, 2015)

Session Type	Session Name	Total hours	Total Attendance
Student Government	Student Union (Information Session)	60 minutes	30
Campus Tours	Student Life	60 minutes X 4	60
	Social Science & Humanities	60 minutes X 4	60
	Sciences	60 minutes X 4	60
	Business	60 minutes X 4	60
Student Life	Lunch with a Senior Student	60 minutes	64

The RGASC also delivered a total of six ELL-focused sessions and six general academic skills sessions during Orientation Week. These sessions accounted for an additional 244 attendances or 88 unique attendees, of which 69 represented unique participants who had not attended Head Start in August (Table 4).

TABLE 4: Orientation Week (Head Start Academic Skills Series)

Session Type	Session Name	Total hours	Total Attendance
ELL specific Skills	Time Management (ELL)	60 minutes	11

| Workshops	Preparing for Class (ELL)	60 minutes	8
	Effective Reading (ELL)	60 minutes	6
	Effective Writing (ELL)	60 minutes	7
	Adjusting to University Life (ELL)	60 minutes	9
	Academic Language Development (ELL)	60 minutes	9

Non-ELL focused Academic Skills Workshops	Time Management & Study Skills	60 minutes	40
	Lab Report Writing	60 minutes	55
	Critical Reading	60 minutes	31
	Critical Writing	60 minutes	30
	Math Skills for 1st Year University	60 minutes	16
	Problem Solving Skills	60 minutes	24

TABLE 5: Comparative Head Start Attendance Data

Year	Total Attendance	Unique Attendance	Presenters	# of Total Sessions	# of Total Hours
2011	1748	470	72	35	48
2012	1173	368	71	30	45
2013	1540	377	32	24	36
2014	1668	397	33	35	46
2015	1642+244*	322+69*	37	35+12*	51.5+12*

* Includes August 24-27 Head Start and Orientation Week sessions.

Figure 1: Total Head Start Attendance* Comparison 2011-2015
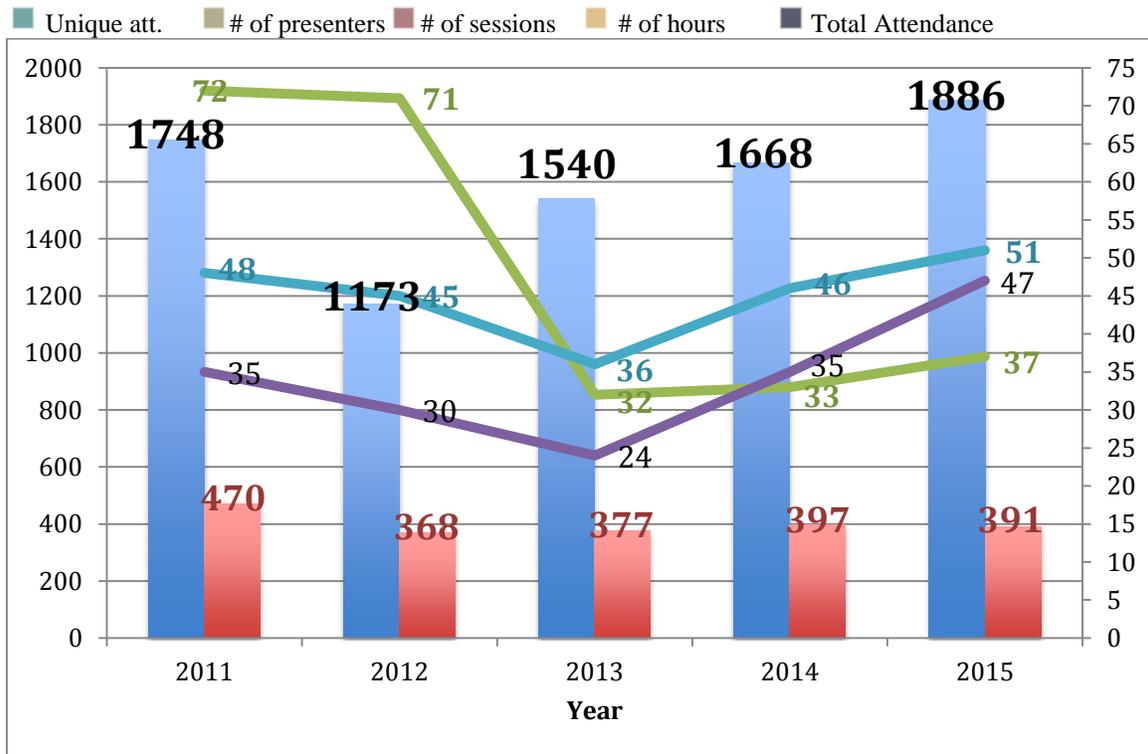
2) Facilitated Study Group (FSG) Program

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 than "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 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.

Since the FSG Program has no base funding, it operates through volunteer participation. Facilitators receive a Co-Curricular Record (CCR) annotation on their transcript and guidance from RGASC faculty on how to construct a teaching portfolio. Throughout the year, facilitators have appointments with the RGASC's Learning Strategist and Program Assistants to receive feedback on the portfolio as a "work-in-progress".

Facilitator Training

Approximately 15 hours are devoted to 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 T.A. acts in the role of a "content expert" in a course, the facilitator learns to see her/himself as a "course expert", with the 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.

Results

In 2015-2016, there were 4,962 attendances at Facilitated Study Groups for 723 sessions in 35 courses. This compares to 5,594 total attendances for 868 sessions in 35 courses in 2014 -2015. The number of Facilitators for 2015-2016 was 217, compared to 210 for 2014-2015.

The following courses participated in the FSG Program in 2015-2016: ANT 101; ANT 102; BIO 152; BIO 153; BIO 207; BIO 201; CHM 110 (Fall); CHM 110 (Winter); CHM 120; CHM 211; CHM 242 (Fall); CHM 242 (Winter); CHM 243; ECO 100; ENV 100; FRE 280; FRE 357; FRE 372; FRE 373; FRE 382; FSL 105; FSL 106; LIN 101; LIN 102; MAT 102 (Fall); MAT 102 (Winter); MAT 133; MAT 134; MAT 135; MGM 101; MGM 102; MGT 120; PHY 136; PHY 137; PSY 100; SPA 100.

Future Challenges and New Initiatives

The primary challenge anticipated with the FSG Program is the need to continue building a sustainable and scalable infrastructure for the program, which now stands at approximately 220 Facilitators across 35 courses. With respect to the professional development of the Facilitators, the challenges include the following: strengthening the liaison between the course instructors and their Facilitators; setting up an e-Portfolio database through which each Facilitator can document and "curate" their experiences in the program; and proposing and designing an internship course specifically for Facilitators – an experiential learning opportunity/placement similar to EDS 377.

RGASC faculty are currently in discussion with members of UTMSU to develop an FSG model of academic support to be delivered through the 19 Academic Societies on the campus. The RGASC is also collaborating on strategies for providing ongoing support for academic initiatives among student clubs on the campus. Finally, the RGASC is continuing to explore new approaches for providing training and academic support to the Residence Coach Facilitators.

3) 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).

In 2015-2016, the PASS Program was offered three times (Summer, Fall, and Winter), with a total of 73 students enrolled. In each iteration, RGASC faculty members 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 revised accordingly.

The PASS Program comprises a seven-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 one-hour "class meeting" focusing on foundational academic skills (listening, note-taking, reading, writing, problem-solving, critical thinking, research skills).
- An "interactive session" providing students with an opportunity to practice the skills introduced in the preceding class.
- A reflective writing exercise.

Changes to the PASS Program in 2015-2016

- To accommodate student schedules, we have increased the number of offerings of the interactive sessions associated with each "class meeting". We have also enhanced our ability to assess student achievement by adding a writing pre-test to the intake process and a writing post-test to the final class.
- The Early Alert system is not being used (as originally envisioned) to identify program participants. Instead, the PASS program focuses on students who have been placed on probation and serves a small number of students returning from suspension.
- PASS has been expanded to include participation by the Library, the Office of the Registrar, and the Career Centre. The Library is involved in the delivery of the 5th class, and the Office of the Registrar and the Career Centre are involved in the delivery of the 7th class.

Enrolment Data

Term	Enrolled	Completed
Summer 2015	23	12
Fall 2015	35	26
Winter 2016	15	7*

* 6 more students will likely complete the program in Summer 2016

Future Challenges for the PASS Program

The RGASC will need to find creative ways to continue building capacity into the program so that it can be scaled to meet the demand of the growing "at risk" population. An additional challenge will be the development, in collaboration with the Office of the Registrar, of tools to effectively and accurately measure the results of the program.

4) Program for Accessing Research Training (P.A.R.T.)

P.A.R.T. is a research training program available to all UTM students; it is delivered through twelve distinct training modules. Each training module includes four hours of classroom instruction and a homework exercise or assessment. Instruction includes both conceptual discussion and hands-on practice of research methods. The table below presents P.A.R.T. attendance data for the Fall 2015 and Winters 2016 terms.

P.A.R.T Program Registration and Attendance:
September 2015-April 2016

Name	2015-2016	
	Registered	Attended
Research Ethics	23	12
Lab Protocols	24	7
Data Management(Excel in Excel)	22	3
Conducting Literature Searches	21	5
Conducting Interviews	19	12
Literature Review Writing	23	6
Leading a Focus Group	21	8
Annotated Bibliography	19	3
Transcribing	24	7
Coding Data	24	3
Statistics Analysis	29	9
Applying for an ROP	24	12

Changes to P.A.R.T. in 2015-2016

In 2015-2016, the RGASC created the P.A.R.T. Summer Institute and secured Co-Curricular Record (CCR) Status for the program. The P.A.R.T. Summer Institute was held for the first time in the last week of April and first week of May and featured a new streamed approach to programming: 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 for being either a Qualitative Methods or Quantitative Methods P.A.R.T. participant. This compressed schedule together with the CCR status has made the program much more attractive to students and resulted in a dramatic increase in enrolment. As the table below indicates, the P.A.R.T. Summer Institute was

attended[3] by 205 students, whereas the Fall/Winter P.A.R.T. program was attended by only 87 students.

Module	Registered	Attended
Research Ethics	38	35
Lab Protocols	18	15
Data Analysis	24	22
Conducting Literature Searches	46	32
Conducting Interviews	10	8
Leading a Focus Group	13	9
Annotated Bibliographies / Literature Reviews	41	34
Transcribing and Coding Data	14	10
Statistical Analysis	24	22
Experimental Design	26	18

5) Preparation to Launch Program

The Preparation to Launch Program provides support for senior students preparing for graduate school, professional schools, or the next phase of their careers. It offers small-group workshops on practical and applied academic skills as well as individual consultations to support students as they prepare application materials. In 2015-2016, the RGASC offered a total of 10 Preparation to Launch workshops, comprising 20 hours of instruction.

Title	Attendance	Hours of Instruction
Typical Grammar in the business setting	14	2
Parallelism in Business Writing	14	2
Finance Writing	10	2
Politeness in the Business Environment	9	2
Describing Trends	10	2
Negotiations	12	2
Group Work / Collaboration	7	2
Big Data Analysis	6	2
Research Ethics (offered twice)	22	1
Academic Integrity (offered twice)	23	1

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[3] 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.

Part Four: Collaborative Programming

The RGASC collaborates with a number of stakeholders across campus to promote a culture of teaching and learning and to provide academic support for students and faculty members. The following is a brief overview of some of the RGASC's more important collaborative projects.

College Transfer Program

The College Transfer Program (CTIG) is for new students transferring to UTM from an accredited college. The program offers new college transfer students assistance in navigating the transition to university life: socially by connecting these students with upper-year college transfer students, and academically, by allowing these students to work with academic coaches on a variety of foundational academic skills. In 2015-2016, CTIG was transferred to the Office of Student Transition (OST), which ran an Academic Coaching program aimed at supporting the academic and social transition of the college transfer students. There were 28 participants in CTIG, 22 of whom successfully completed the program. RGASC faculty assisted OST with the training of the CTIG academic coaches.

Exam Jam

Providing opportunities for faculty-led intensive study sessions interspersed with opportunities to engage in activities that help manage or reduce stress, Exam Jam seeks to establish healthy and productive study habits for students during exam time. During the Fall 2015 Exam Jam event, faculty-led review sessions were held for 60 courses and 2,004 unique students attended. For Winter 2016 Exam Jam, there were 73 courses participating and 2,274 unique students attended. This year, the RGASC presented three workshops at both the Fall and Winter Exam Jam events. A total of 79 students attended.

Exam Jam - December 2015	
Essay Exam	24
Multiple Choice	11
Short Answer	8

Exam Jam - April 2016	
Essay Exam	15
Multiple Choice	8
Short Answer	13

Early Alert Program

In 2015-2016, the RGASC was involved in the design and administration of the Office of the Registrar's Early Alert System (EAS). The EAS is a tool for instructors to help manage communication with classes of any size. The benefit of using EAS over traditional methods such as email is its ability to display who has actually read the message. Instructors are shown a list of their courses along with the class list where they can select which students to communicate with and whether the message they wish to send is one of concern, congratulation, or announcement. EAS helps instructors

communicate with students and lets the instructors know whether the students have read these messages.

In Fall 2015, 10 courses participated in EAS. A total of 659 phone calls were made to students and contact was made with 154 students. In Winter 2016, nine courses participated in EAS, and a total of 994 students received early alert calls. No data on the number of students contacted are currently available.

Office of Student Transition

The RGASC and the Office of Student Transition (OST) collaborate closely to ensure that each other's programs are aligned and complementary. In 2015-2016, RGASC faculty led tutorials for utmONE courses, ran workshops for the LAUNCH program, and contributed to the training and professional development of OST staff. The RGASC also contributed to the development of OST's new online Time Management tool and offered a series of academic skills workshops during Orientation Week (see discussion of Head Start, above).

AccessAbility Resource Centre

RGASC faculty members conducted 88 hours of appointments at the AccessAbility Resource Centre (ARC) in 2015-2016. A total of 44 appointments (each one-hour long) were scheduled during the Fall and Winter term, although a significant number were either cancelled or not utilized. A protocol for No Shows and a Wait List is currently being developed to ensure a better use of RGASC and ARC resources.

In August 2015, the RGASC organized and delivered the Summer Transition program for incoming ARC students. A total of 14 students attended (out of 24 enrolled), and the programming was delivered by three faculty members, one librarian, five staff members, and six Peer Mentors.

Academic Societies and Clubs

In 2015-2016, the RGASC collaborated with the University of Toronto Mississauga Students' Union (UTMSU), Academic Societies, and Student Clubs to provide academic support for undergraduate students in a variety of different contexts. RGASC faculty participated in the Academic Societies Training session and the UTMSU Clubs Orientation; they also presented three academic integrity / citation workshops as part of Academic Advocacy Week and taught six different academic skills workshops for the Psychology and Anthropology Academic Societies.

Part Five: Research and Ongoing Scholarship

The following is a general overview of the RGASC's ongoing research related to its core focus areas and specific programs. For more details, see Appendix B as well as individual RGASC faculty members' biographies and updates in the "News" page on the RGASC website (http://www.utm.utoronto.ca/asc/news).

Writing Research and Scholarship

Through its research and outreach work, the RGASC contributes to the ongoing development of writing pedagogy: this year, particular areas of focus in writing research have included the use of audio formative feedback in large classes; working with TAs on giving feedback on sentence-level issues; the impact of first-year students' sense of self-efficacy as writers on their actual writing ability; assessment of writing-related interventions; the development of effective rubrics that enhance assistance of at-risk students and the degree to which writing centres and the discourse of academic writing instruction more generally contribute to the growth of English as an International Language.

ELL Research and Scholarship

The new ELL program will be focusing on two priority areas in the coming year, both of which are relevant to the international and domestic student populations: 1) academic integrity; 2) the "at risk" population.

Numeracy Research and Scholarship

In collaboration with colleagues in the Departments of Biology, Management, and Geography, the RGASC's research on assessing the impact of the GRM has yielded some significant findings associated with its impact on student learning.

Peer Mentoring Research and Scholarship

The long-term impact of students' participation in FSGs is being researched by a team of UTM faculty and a research assistant supported by a grant from the Office of the Dean.

The efficacy of the PASS program is being studied by a team from the Office of the Registrar and the RGASC.

Appendix A: RGASC Advisory Committee Membership 2015-2016

Seat	Individual	Term Expiry
UTMSU Representative	Nour Alideeb	April 2017
Undergraduate Student	Jiajia Zhou	April 2017
Graduate Student	Connor Fitzpatrick	April 2017
Teaching Assistant	Justin Murfitt	April 2017
Humanities Instructor	Michelle Troberg	April 2017
Social Sciences Instructor	Joe Leydon	April 2018
Sciences Instructor	Christoph Richter	April 2018
Management / Prof. Schools Instructor	Catherine Seguin	April 2017
Director, Teaching Innovation	Fiona Rawle	N / A
Manager, Office of Student Transition	Jackie Goodman	N / A
Librarian	Paula Hannaford	April 2018
Undergraduate Advisors (2)	Sharon Marjadsingh	April 2018
	Diane Matias	April 2018
RGASC Staff / Faculty Member	Tom Klubi	April 2018
RGASC Coordinator	Cliona Kelly	N / A
Director, Teaching Support, RGASC	Tyler Evans-Tokaryk	N / A

Appendix B: RGASC Research and Scholarship (2015-2016)

Part Five of this Report (see above) presents an overview of research conducted by permanent RGASC faculty and staff in 2015-2016, excluding that of the Director, Teaching Learning Support and Innovation (who is on research leave) and Acting Director, Teaching Support (who is not directly appointed to the RGASC). This research was presented in a variety of fora in 2015-2016, including the following:

Burnett, O., Kaushik, Vallomtharayil A., DeBraga, M., & Richter, C. (July 2015). Oral Presentation. "Developing Concept Inventories for Critical Thinking." *Conference on Science Education.* London, Canada.

DeBraga, M., and Laliberte, N. (Feb. 2016). "The Graded Response Method – a tool for enhancing teaching & Learning." Oral Presentation. *Powerful Assessments at the University of Toronto: An Invitational Dialogue and Showcase*. Toronto, Canada.

DeBraga, M., Laliberté N., & Altobelli, C. (Dec. 2015). "Student Engagement through the use of a novel assessment & instructional Strategy." Oral Presentation. *Research on Teaching & Learning Conference*. Hamilton, Canada.

Evans-Tokaryk, T., Bhamjee, M, and Simpson, Z. (2015). "Establishing a Benchmark for Effective Intervention: First-Year Engineering Students' Writing and Their Perceptions Thereof." Conference Proceeding. *Proceedings of the 3rd Biennial SASEE Conference 2015*. South African Society for Engineering Education (SASEE). Durban, South Africa.

Evans-Tokaryk, T. (April 2016). "Academic Writing Instruction and Critical Discourse Analysis." Discourse Analysis and Responsible Social Action Panel. Oral Presentation. *Conference on College Composition and Communication Convention (CCCC).* Houston, USA.

Evans-Tokaryk, T. (April 2016) "Academic Writing Instruction and EIL" in the "Responsible Action: International Higher Education Writing Research Exchange" Workshop. Oral Presentation. *Conference on College Composition and Communication Convention (CCCC).* Houston, USA.

Evans-Tokaryk, T., Klubi, T., Bailey, L., Childs, R., Gitari, W., Petersen, A., & Weir, A. "Investigating the Long-Term Effects of Students' Participation in Peer-Facilitated Study Groups." Research Grant. *University of Toronto Mississauga, Office of the Dean.* Mississauga, Canada.

Galvin, M., van Rooyen, C, & Evans-Tokaryk, T. "Writing to Teach and Teaching to Write." Research Grant. *University of Johannesburg Teaching Innovation Grant*. Johannesburg, South Africa.

Kaler, M. (May 2015). "Working productively with TAs on sentence-level issues." Oral

Presentation. *Canadian Writing Centres Association Conference.*. Ottawa, Canada.

Kaler, M. and Evans-Tokaryk, T. (October 2015). "The Fine Art of Curriculum Transformation, One WAC Course at a Time." Oral Presentation. *International Writing Centres Association Conference*. Pittsburgh, USA.

Taylor, L. (June 2015). "Teaching English Overseas: Insights into Novice Teacher Development." Conference Proceeding. *Faces of English Conference.* Hong Kong.

Taylor, L, Platt, S. & Mackie, J (eds). (2015). *Success in First-Year University: A survival guide for international and ESL students*. Self-published. Available on *Smashwords*.

Taylor, L. (October 2015). "Building Rapport with Students through first year stories." Conference Proceeding. TESL Canada Conference. Alberta, AB.