Your Guide to Supporting Student Success at the University of Victoria: Some Tips from Colleagues

Preview edition
Updated August 2008
February 2007

Dear Colleague,

This booklet arose from discussions of a group of about ninety UVic Academic Administrators who met on October 4th 2006 at a retreat focusing on “the role of academic leaders and academic units in enhancing student recruitment, engagement and success.” At the end of what was a very high-energy day, a series of breakout groups formed to brainstorm on how UVic promotes and supports a student-success oriented culture amongst faculty and departments/schools. From the subsequent discussion it became clear that some wonderful ideas had emerged that people would like to both capture and share with others.

The goal of this booklet is not to be comprehensive, but rather to indicate some ideas to think about as we work towards enhancing the student experience at UVic on multiple fronts. As you chat with colleagues about curriculum development, teaching methods, co-curricular and career opportunities, or simply the social environment of your department or faculty, perhaps some of the ideas recorded here might be a catalyst for discussion. Above all, we hope this small booklet will serve as a reminder of a wonderful day spent with colleagues around common goals and values when it comes to teaching and learning at UVic.

Thanks are due to all the kind and generous colleagues who diligently recorded and sent me their notes from the small group discussions. We owe a particular thank-you to our fabulous work-study student, Susan Chalmers, who not only made sense of the scraps of paper and notes I handed her, but was also able to suggest the extremely useful categories we subsequently used to develop the booklet from the student perspective. In addition, Professor Marty Wall of Psychology, edited the booklet and developed some of the more cryptic points presented. Above all, we thank the participants on that fall day who so generously shared their ideas so we could pass them on to you. We hope you enjoy the result. If you have more ideas to share or would like more information on what you read here please do not hesitate to contact me.

Best wishes,

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Supporting Student Success at the University of Victoria:
Some Tips from Colleagues

1. Teaching Methods, Styles, and Tools

DISPLAYING EXCITEMENT AROUND THE DISCIPLINE
Students respond well when instructors show them what they find most fascinating about their discipline rather than merely presenting their knowledge of their specialty. Displaying enthusiasm engages students and motivates them to carry on with their work on the course outside the classroom.

PROVIDING A PERSONAL TOUCH
Personalizing classes helps students feel more connected to teachers and fellow colleagues. For instance, professors in the Faculty of Education make every effort to learn student names. Similarly, the Faculty of Business uses photographs, name plates, and assigned seating to help instructors and classmates get to know one another.

STIMULATING CRITICAL THINKING
By encouraging students to question and engage in course material in a thoughtful manner, instructors can enhance the learning process more effectively than other ways, such as memorization. Students will process the material at levels beyond mere definitional knowledge.

TUTORIALS, SEMINARS AND DISCUSSION GROUPS
Through these small group settings students are able to interact more with one another and the course material, which strengthens their learning. These sessions also give students skills that they need to read effectively and to interpret scholarly ideas.

EXPERIENTIAL LEARNING
Lab work is an established successful method of teaching students, particularly in the sciences, engineering and anthropology. In other courses, experiential learning exercises can take the form of student presentations, debates, panel discussions, symposia, role playing and simulations.

PROBLEM BASED LEARNING
This instructional method challenges students to “learn to learn,” working cooperatively in groups to seek solutions to real-world problems. These problems are used to engage students’ curiosity, to initiate learning the subject matter, to prepare students to think critically and analytically, and to find and use appropriate learning resources.
DISTRIBUTED LEARNING
Under particular circumstances, classroom teaching can be supplemented by an instructional model that allows instructor, students, and content to be found in different locations so that teaching and learning occur independently of time and place.

USE OF NEW INFORMATION TECHNOLOGY
These tools can make teaching and learning more engaging. “Clickers” are an excellent example of how engagement, feedback, and learning can be enhanced in a large-class situation.

2. Academic Help for Students through the Learning Commons
The C.W. Lui Learning Commons is located on the main floor of the McPherson Library and is a place where academic support is available for students in one physical location. The Commons provides academic services as a cohesive whole so that students have access to effective, efficient and integrated academic assistance. The Learning Commons is a space that encourages collaborative work between students and their tutors, librarians, and instructors. Services in the Learning Commons include:

WRITING HELP
The Writing Centre can help both graduate and undergraduate students write essays with clear, organized, and well-expressed ideas. The TWC tutors offer advice in a one-on-one setting regarding writing issues inherent in academic-related assignments, proposals, and thesis dissertations. In addition, TWC offers writing workshops and seminars throughout the year. The Coordinator also provides support to instructors regarding the design of writing assignments and strategies for providing more effective written feedback. http://ltc.uvic.ca/servicesprograms/twc.php

MATH & STAT HELP
The Math and Stat Assistance Centre answers questions regarding 100-level math courses and 200-level statistics courses, including those specific to engineering students. http://www.math.uvic.ca/index.php

CHEMISTRY HELP
In the Chemistry Help and Drop-in Centre, Teaching Assistants and course instructors help students with qualitative and quantitative problem-solving. http://web.uvic.ca/~chem101/dropin.html

PHYSICS HELP
The Physics Help tutors assist students with a range of topics covered in undergraduate Physics classes. www.phys.uvic.ca
LEARNING HELP
The Learning Help Centre provides instruction, consultation and coaching with issues of studying and learning. Trained peer helpers and professional learning specialists assess student learning strengths and areas in need of improvement, and they offer practical strategies with accompanying learning modules that target specific needs. Learning Help also arranges follow up sessions to encourage self-assessment and continuous improvement, and refers students to other support services.

LIBRARY INSTRUCTION
The integration of library instruction programs into classes can improve the quality of class assignments and encourage students to make effective use of library resources.

RESEARCH HELP
By integrating examples of one's scholarly research into the classroom, instructors can illustrate real-life or discipline-based applications of concepts and theories. Students can connect more readily with the course material and be excited about future participation in library or laboratory-based research.

3. Curriculum Design and Structure

COURSE PROGRESSION AND PROGRAM COHERENCE
Courses in a program are designed to support academic progression. This provides a coherent connection among the courses and encourages students to enroll in courses that are appropriate for their level of understanding in a subject.

STUDENT INPUT IN CURRICULUM RE-DESIGN
Student feedback on existing courses and their views on course content and how courses could be taught can provide useful input into initiatives on program and course re-design.

FLEXIBILITY AND DIVERSITY OF COURSE STRUCTURE AND ARRANGEMENT
Implementing courses that differ in length and distribution of course meetings can provide useful flexibility, where relevant, and can be appealing for both students and instructors. For example, Environmental Studies offers an intensive five-day course.

CROSS-DISCIPLINARY COURSES
Initiatives that involve the design of courses team-taught by faculty from different disciplines can provide rich and sometimes unexpected synergies.
4. Professional Development and Career Preparation

**INTERNATIONAL EXCHANGE PROGRAMS**
Opportunities for students to spend a term studying at an overseas institution for course credit provide outstanding educational experiences. [http://iess.uvic.ca](http://iess.uvic.ca)

**CO-OP EDUCATION PROGRAMS**
Co-op education allows students to combine academic studies with paid work experience related to their field of study and is an excellent way to gain relevant work skills and experience. UVic’s program is currently the third largest in Canada. [http://mycoop.coop.uvic.ca](http://mycoop.coop.uvic.ca)

**CAREER COUNSELLING**
In addition to counseling from individuals, students can exploit the services of the UVic Counselling for counselling on careers, grad schools, institutes, special programs and occupations. [http://www.coun.uvic.ca](http://www.coun.uvic.ca)

**ACADEMIC ADVISORS**
Most faculties maintain advising centres where students can receive counselling on programs, courses, and regulations.

**CAREER FORUMS**
Students can exploit online resources for career information, such as “what can I do with a major (or degree, or career) in my discipline?” [http://careerservices.uvic.ca](http://careerservices.uvic.ca)

**STUDENT WEBSITES**
Some websites established by students and student organizations provide useful help and information for students. For example, some students in Economics have established a website that profiles alumni, features career information, and highlights programs from other institutions. [http://econstudents.uvic.ca](http://econstudents.uvic.ca)

**STUDENT MAGAZINES**
Various disciplines, including Fine Arts and Political Science, produce magazines that allow students to publish essays to display their writing and to provide a sense of audience beyond the classroom.

**SPECIAL PROFESSIONAL EVENTS**
UVic provides the basis for showcasing student endeavors in the arts. For instance, the Faculty of Fine Arts organizes many events that allow writing and theatre students to promote their work. Readings—and a follow-up reception—are held at the Belfry Theatre to showcase aspiring writers. In addition, an annual film festival displays student videos before industry personnel. Several student plays are produced and directed by colleagues in the Department of Theatre.
5. Social Support from Faculty, Staff and Other Students

ALUMNI AND UNDERGRADUATE STUDENT EVENTS
These social gatherings allow students to interact socially with alumni and learn about career opportunities following graduation.

STUDENT SOCIETIES
These organizations provide students with opportunities to socialize with one another, which serves to enhance their overall university experience. The primary events usually consist of lectures, workshops and social outings. http://gss.uvic.ca

CLUBS
Students can join numerous clubs encompassing a broad range of interests to augment their academic experience. http://www.uvss.uvic.ca/clubs

STUDENT ORIENTATIONS
Annual orientations initiated by Faculties or by the University help students become familiar with the university, specific programs of study, student services and the range of experiences available to them. http://orientation.uvic.ca

COHORTS
In certain disciplines, students take the same courses and thus regularly interact with the same cohort group for the duration of their studies at UVic. Cohort identity helps to sustain a social support structure, which can be useful for many undergraduates and graduates.

ABORIGINAL AWARENESS
The Native Students Union annually sponsors Aboriginal Awareness Week with various events across campus. In 2007, for example, the theme was “Aboriginal Wellness.” http://www.uvss.uvic.ca/nsu

CAMPUS RESIDENCES, RESIDENCE ADVISORS AND THE FAMILY CENTRE
Residence advisors help students adapt to living in UVic residences and maintain an environment for students to live and learn comfortably. The Family Centre serves the families of UVic students both living on and off campus and provides family-initiated activities and programs that support both new and experienced families. http://web.uvic.ca/family-centre and http://housing.uvic.ca

RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY
In addition to arranging for alternate exams, note-taking assistance and assisted learning strategies, the Centre maintains an extensive inventory of up-to-date adaptive equipment and software. http://rcsd.uvic.ca