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| **Insti-tution** | **LC in Library?** | **LC report to Library?** | **LC-Library Collaboration?** | **Comments** |
| **CNC** | No | No | No | We have a separate “Centre for Student Success” that does math/English tutoring, along with testing and other functions. We forward students there, and vice versa, but no formal relationship. I think the current set-up works pretty well, so can’t see it changing. No interest on the part of higher admin to do something different, at least right now. |
| **Douglas** | Yes/No | Yes | Yes | The Learning Centre is part of the Learning Resources (which is the overarching department for Library and Learning Centre) here at Douglas. We have two campuses so two libraries and two learning centres. Because of the different layouts at each site, the Learning Centre is within the Library in New Westminster and separated physically at the Coquitlam campus. There is overlap between some of the activities, such as support with applications, use of style guides, etc., and the library benefits from having access to the peer tutors as a focus group of students; otherwise, we are developing services and making use of overlaps in services to help bring the two separate services together in a Learning Commons. We are working together to develop a learning commons but at this point we are referring appropriately back and forth and collaborating on new service ideas. It has helped that the Learning Centre has a better understanding of the services that the Library provides to students. This means that student peer tutors can better refer to the library and help promote the library. The library's services seem to be less well understood than the Learning Centre. Proximity also helps in having the students referred appropriately to a librarian or to a tutor. The Learning Centre is part of the Learning Resources (which is the overarching department for Library and Learning Centre) here at Douglas. We have two campuses so two libraries and two learning centres. Because of the different layouts at each site, the Learning Centre is within the Library in New Westminster and separated physically at the Coquitlam campus. There is overlap between some of the activities, such as support with applications, use of style guides, etc., and the library benefits from having access to the peer tutors as a focus group of students; otherwise, we are developing services and making use of overlaps in services to help bring the two separate services together in a Learning Commons. We are working together to develop a learning commons but at this point we are referring appropriately back and forth and collaborating on new service ideas. It has helped that the Learning Centre has a better understanding of the services that the Library provides to students. This means that student peer tutors can better refer to the library and help promote the library. The library's services seem to be less well understood than the Learning Centre. Proximity also helps in having the students referred appropriately to a librarian or to a tutor. |
| **Quest** | Yes | No | Yes | Quest has a learning commons that encompasses a Writing Centre and Quantitative Reasoning support (math, physics, logic, etc.). This department is in the same building as the Library; the LC Coordinators report to the CAO like me. We have an informal collaborative relationship with the LC; the peer tutors and coordinators will refer a student to the Library for research help, and we refer to the LC for writing and math help. Both departments handle citation questions. In the new year, we’ll be developing a more formal string of support workshops, tutorials, etc. between the 2 departments. I think this type of collaboration definitely helps students feel less intimidated by the research/writing process if there are multiple avenues for help in the same building. Plus we’re making sure that the information we provide is the same across both departments (especially important with citations). |
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| **RRU** | Yes | Yes | Yes | Yes. Integrated instructional units approached from student perspective of having to write an essay, rather than a) do research b) write up results: http://library.royalroads.ca/writing-centre/how-write-undergraduate-level-essay  There’s good research to back up such an approach too: http://projectinfolit.org/  The writing centre staff and librarians seamlessly refer students back and forth between reference and writing services, collaborating on answering student questions, reducing student anxiety about asking for help by layering services without insisting on separate points of contact. Writing an essay is a holistic process for them and the support services should reflect that. |
| **Selkirk** | Yes | No | No | Collaboration is pretty informal. We are small, so the 'Writing Centre' is one small office, staffed by one English instructor, although sometimes the duties are shared between two people. Overall, yes the Writing Centre is successful, and it seems to be helpful having it located in the library. On a slightly larger campus with more staff resources, Library/Writing Centre could be a very productive team. |
| **UFV** | Yes | No | No | In Abbotsford, the Writing Centre is housed in the same building as the Library, along with the Math Centre, Teaching & Learning, and Educational Technology Services. In Chilliwack, these departments are all located within the new CEP Library. The Writing Centre reported to the Library for a short time about 10 years ago during a period when the senior executive was in flux.  Over the years, we have done workshops together, but in recent years not so much. We do have a Writing Centre person sitting on our Library Advisory Committee. We have just developed institutional learning outcomes for UFV, and the #1 outcome is information competence. Writing Centre faculty, and faculty librarians, have a huge role to play in supporting students in achieving this outcome, and also in supporting classroom faculty and departments in facilitating this. I think bringing WC faculty in with librarians under the same administrative umbrella would increase the effectiveness of both services. We haven't been collaborating in our BI program, or with our individual appointments. We do jointly have representatives on the Teaching and Learning Advisory Council, which meets regularly. |
| **VCC** | Yes/No | Yes | No | We have a Learning Centre with a co-ordinator and professional tutors on both campuses. These are both under the Director of the Library and Learning Centre. On one campus the Learning Centre is in the same area as the Library on the other campus they are separate due to space constraints. I think the Learning Centre being in the same building as the Library has led to more students coming in to use the Library materials and it has also brought Faculty through the door for the same reason. Having said that the reverse is true too.  I am hoping to have greater collaboration in the future. |

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| **SFU** | Yes | Yes | Yes | The Student Learning Commons (writing/learning services) has been physically and administratively located in the Library since 2006.  Annual reports and planning documents at http://learningcommons.sfu.ca/services/about/projects-reports Yes - the library's "academic" status positions the writing/learning services as academic also, i.e. Not "remedial". The liaison librarians' relationships with faculty provide a strong communication venue for the w/l services as well. \*\* as we are developing "Write Away", which will be followed by other collaborative online provincial tutoring services, the library admin alignment for w/l services is a clear benefit. Libraries have the infrastructure, institutionally and provincially, to organize and support such services, through their well established collaborative mechanisms and culture. And, even where small, they have budgets and budget say so, to support such services. Small, often isolated w/l services lack this capacity. They are hard to organize beyond their institution and their director/manager often lacks the clout of a library director, as they may be buried several steps down in student affairs, for example.  \*\* library directors need to be extremely sensitive and respectful re w/l expertise and cultural differences. Libraries also have a lot to learn from those service cultures which are similar to library service culture but also different in important ways. Our bib instruction services are provided by individual liaison librarians as required by their faculty/discipline needs. Our "program" is fairly loose. That said, we do expect the LLs to keep their antennae up re instructors' writing concerns and the slc coordinators to keep their antennae up re lib research concerns. They cross promote and depending on the instructor or class may co-develop and co-present in-class or outside of class workshops and/or other materials. This has worked very strongly to the library's benefit particularly with grad students who are very concerned with their dissertation writing but feel they know all about library research. So, as our writing coordinator reports, they listen attentively to her section on writing techniques but once the librarian starts his/her section, they sit bolt upright and start to scribble furiously. Turns out they didn't know it all. :) We call this phenomenon "come for the writing, stay for the library". Our front line writing services are provided by undergraduate peer mentors and we would love to experiment with inviting slais students to join in somehow to keep the peer-to-peer feel. We've had discussions over the years but haven't been able to make it happen yet.  We have finally launched an assignment calculator which was a collaborative effort and is very popular with students. Http://calculator.lib.sfu.ca Absolutely - researching and writing are not siloed skills and the process is iterative. Making sure that the full process is exposed to students is very beneficial. |
| **VIU** | Yes | No | No | There is a writing centre in our facility, along with a teaching and learning centre, research office, community research office, and IT. All with different administrative reporting relationships, none to the library.  The central placement of these services allows for proximity-based collaboration and better services for the students We are building a new seminar room with the writing centre this winter. In the meantime there are referrals going both ways. I think so but we are unable to gather the data to prove it. We are hiring a Learning Outcomes Librarian who, with our Assessment Librarian, will try to crack that problem. In the meantime, our academic plan has targeted student outcomes, information and technical literacies as aspirational goals for the university. |