STUDENT LEARNING COMMONS
PLANNING 2007-2010

Elaine Fairey, Director, Student Learning Commons
Lynn Copeland, Dean of Library Services

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Contents	Introduction
1. Services 2. Services – online 3. Service delivery 4. Space 5. Internal relations 6. External relations	The Student Learning Commons (SLC) was created in response to the report on Student Learning Support Services (October 2004), related University reports, and feedback received from the SFU Community. Officially launched in Fall 2006, the SLC is an academic learning centre with the mandate to assist and support students in their academic pursuits, with a focus on providing writing and learning support services across the three SFU campuses. The SLC is among the supports for the ongoing undergraduate curriculum project, and is structured to ensure academic input and connections, and collaborative linkages with other student academic services. The SLC is based in the W.A.C. Bennett Library on the SFU Burnaby campus, and coordinates services to the other campuses through the Yosef Wosk Student Learning Commons and Fraser Valley Realtor Library at SFU Surrey, and the Samuel and Frances Belzberg Library at SFU Vancouver. Using an appropriate blend of in-person and online delivery modes, the Student Learning Commons will develop, expand and evaluate programs and services in three major areas: 1) programs and services applicable to the needs of the broadest range of SFU students, primarily undergraduates; 2) programs and services tailored to the conventions and requirements of specific disciplines; 3) programs and services targeted to the specialized needs of specific student audiences, including English as additional language (EAL) learners, graduate students, First Nation students, students with disabilities, and mature/returning students.

1. Services

The SLC provides a visible and accessible gateway to a wide variety of student academic support services, both within the SLC and available elsewhere on the campuses. Services include writing and learning support, library research assistance, and computer assistance, and are provided through workshops, personal consultations, online resources and classroom collaborations with faculty and other instructors. The effectiveness of the SLC programs and services will be assessed and evaluated on an on-going basis according to the performance measures noted below, as well as the broader measures to be developed as part of the assessment of the undergraduate curriculum revision.

Objectives	Activities	Performance Measures
1. Services		
1.1 Provide comprehensive suite of core in-person services applicable to all students and/or major disciplines on all campuses	- Develop & expand core workshops, e.g. university reading, note-taking, academic writing - Expand availability of appointments and drop-in consultations - Develop core print & online resources	- Statistics re registrations, attendance, appointments, web site hits - Student & faculty feedback via forms, surveys, advisory groups, etc. - Best practices benchmarks from other LC's
1.2 Deliver suite of services tailored to diversity of SFU student population: Ugrad, Grad, EAL, First Nations, students with disabilities, mature/returning, college transfer, etc.	- Develop tailored workshops - Provide specialized appts, especially for EAL, Grad, FNS - Develop specialized print & online resources - Work with FAL & others to develop EAL services	See above
1.3 Deliver programs tailored to disciplinary contexts	- Consult/collaborate with faculty/ others to develop curricular and co-curricular programs/ resources, e.g. in-class instruction, course-	As above plus: - Collaborative evaluation with faculty

	related supported learning groups	- Collaboration with Institute for Ed. Research
1.4 Deliver "modular but connected" programs encompassing related topics and a variety of linked modes, e.g. workshops, print and e-resources, follow up consultations, and facilitated support groups	- Develop & articulate programs/ services as a cohesive curriculum	As in 1.3 above
1.5 Deliver innovative/ responsive programs, e.g. facilitating groups for thesis writing, creative writing, reading; use WebCT to deliver content; explore online tutoring partnerships with other institutions	- Partner with WILO and others to develop programs to support "writing", "learning", "reading" cultures (e.g. UCSD & Guelph campus reading programs) - Consult with Graduate Studies and others re thesis and other grad support	- Statistics re registrations, attendance, appointments, web site hits - Student & faculty feedback via forms, surveys, advisory groups, etc. - Best practices benchmarks from other LC's
1.6 Facilitate delivery of related programs and support, e.g. "technical literacy", "statistical literacy" workshops	- Coordinate with ACS and others to deliver workshops in Office + (PowerPoint Word, Excel), web editing, WebCT, etc - Coordinate/ publicize other workshops, e.g. "Intro to statistical concepts" or other Q support workshops - Create or provide access to support materials	As above

2. Services – Online

Recognizing the challenges of three campuses, as well as the mobile and commuter nature of the SFU student body, the SLC is committed to providing comprehensive and innovative online services to reach students wherever and whenever they require academic support.   The *Virtual Learning Commons* currently under development at the University of Manitoba serves as a model for this direction.

Objectives	Activities	Performance Measures
2. Services - Online		
2.1 Deliver comprehensive and innovative online services	- Create interactive, user-friendly website - Develop online community options - Deliver real-time online wrkshps & consultations - Provide interactive online tutorials & self-	- Statistics re registrations, attendance, appointments, web site hits - Student & faculty feedback via forms, surveys, advisory groups, etc. - Best practices benchmarks from other LC's

	assessment tools, e.g LASSI test	
2.2 Deliver online services/resources beyond the SLC website	- Integrate SLC resources into campus WebCT template - Develop writing & learning modules for BCcampus "Academic Resource Toolbox" project	As above

3. Service Delivery

SLC services are delivered by a combination of paid professional staff and student volunteers. The Writing and Learning Service Coordinators are specialists in their respective fields, and are responsible for developing the content of the services, for providing direct service to graduate students and other specialized groups, and for the selection and supervision of a team of carefully prepared student volunteers, known as the SLC Peers. The SLC Peers provide front-line one-on-one service for undergraduate students, facilitate groups such as the English Conversation Group, and also provide referrals to the SLC Coordinators and other campus services as needed. This effective staffing model follows the lead of well-established Learning Commons, and the SLC will need to increase both its paid and volunteer staff over the next 3 years in order to expand its services.

Objectives	Activities	Performance Measures
3. Service Delivery		
3.1 Establish effective mix of professional /para-professional, paid/volunteer staff for optimum service delivery	- Investigate variety of models and best practices - Continually assess model - Explore use of other categories of staff, e.g. work study students, sessional tutors	- Statistics re registrations, attendance, appointments, web site hits - Student & faculty feedback via forms, surveys, advisory groups, etc. - Best practices benchmarks from other LC's
3.2 Establish appropriate mix of delivery modes; workshops, consultations, e-resources, appointments, drop ins	- Investigate variety of models and best practices - Continually assess model	As above
3.3 Develop SLC peer program to highest North American standard	- Explore CRLA accreditation - Expand/enhance training content, length - Consider non-credit course for peers & explore additive credit possibility for SLC peer program (with Student Services) - Ensure peers maximize professional/ academic development and learning opportunities - Continue liaison with larger Peer Educator program	As above plus - Evaluations/ feedback from peer volunteers

3.4 Work with SFU Vancouver administration to expand programs at SFU Vancouver	- Conduct needs assessment for Van services - Plan & deliver Van programs /services	- Statistics re registrations, attendance, appointments, web site hits - Student & faculty feedback via forms, surveys, advisory groups, etc. - Best practices benchmarks from other LC's
3.5 Coordinate & expand programs and services with Yosef Wosk SLC at SFU Surrey	- Regularize YWSLC Coordinator position & incorporate into SLC budget - Incorporate YWSLC expenses into SLC budget - Continue working with YWSLC Coordinator as integral member of SLC team	As above
3.6 Establish appropriate administrative structure to support SLC activities at all 3 campuses	A. Design SLC assistant position to support multiple activities/locations B. Automate registration, appointments, and other processes	

4. Space

The Student Learning Commons' central office is located in the NW corner of the main floor of the Bennett Library in Burnaby. Located on the most active floor of the Library, the office provides a visible "store front" for the SLC services. These services are offered in a combination of private and open spaces; offices, classrooms, and tutorial space, throughout the Library building. In order to expand the SLC services, increased space will be required. At SFU Surrey, the Yosef Wosk Student Learning Commons has a dedicated space and, with some renovation, will have appropriate office space for the Coordinator. The YWSLC is adjacent to the Library but should be more closely integrated with that space by the creation of a connecting door. SLC service space at SFU Vancouver is more problematic but proposed renovations at the Belzberg Library will create improved opportunities.

Objectives	Activities	Performance Measures
4. Space		
4.1 Create multi-functional, coordinated service space on Bennett Library Flrs 2 and 3	- Plan/design expanded space - Secure capital funding - Fundraise	

4.2 Create service space at SFU Vancouver	- Work with SFU Vancouver admin. and Belzberg Library	
4.3 Improve YWSLC space at SFU Surrey	- Enclose Coordinators office space - Create connecting door with FVRA Surrey Library	

5. Internal Relations

Student Learning Commons' services are based on partnerships between diverse yet complimentary academic and student support areas. Writing and learning services are core SLC activities, closely joined by library research and computing assistance. Beyond the SLC, collaboration with a variety of programs and services, and with individual faculty, is integral to the development and provision of effective SLC services.

Objectives	Activities	Performance Measures
5. Relations - internal		
5.1.Maintain effective communication with Faculties and other University areas	- Establish SLC Advisory Committee	- Feedback from faculty and others
5.2. Maintain effective connections with related campus academic services	- Establish SLC Articulation Cttee - Organize related interest groups, e.g. writing-services@sfu.ca - Liaise with FAL, FAN, etc	As above
5.3 Establish strong connections with faculty and other course instructors	- Build on liaison librarian program - Make effective use of governance cttees - Collaborate w. faculty on applied research - Invite faculty participation in SLC programs	As above
5.4 Establish strong linkages between writing, learning, library and computing	- Build on Information Commons partnership /model	None

services to ensure integrated services in the SLC and in the classroom		
5.5 Maintain strong relations with Student Services to facilitate communication/ services to current and prospective students	- Continue participation in evolving Peer Education program - Maintain connections with HCC, CSD, FNS, Advising, etc	None

6. External Relations

In order to build effective services, the SLC needs to build effective connections with learning commons, writing centres and others in the academic support services field, and to partner with other university services for appropriate outreach activities. These external relations allow the SLC to benchmark and improve its services, provide important professional development opportunities for SLC professional staff, and contribute to the university's community outreach goals.

Objectives	Activities	Performance Measures
6. Relations - external		
6.1 Establish strong connections with BC, Can, other LCs, etc to share best practices and explore collaborative services	- Work with other institutions to create/ maintain master lists of contacts and interesting projects, initiatives	None
6.2 Participate with Student Services and others in high school outreach as appropriate	- Market university preparation resources/ workshops to feeder high schools /parents	None
6.3 Establish international reputation as leader in academic support services for students	- Host 2007 Canadian Learning Commons conference - Publish in related journals/ present at conferences	TBA