5 Insights to Help you Support the 'Murky Middle'

Most student success initiatives target first-year students, but 52% of attrition occurs after the first year. Of these late-stage departures, over half are in the "Murky Middle" — the often overlooked group of students who manage to complete their first year with a GPA between 2.0 and 3.0, but still have a good chance of dropping out.

First year retention is crucial to preventing attrition — but, after analyzing data from nearly 750K students, the EAB found that over half of departures occur after the first year.

To identify these students, look to "the Murky Middle." The Murky Middle is made up of students who have a seemingly successful first-year GPA (between 2.0-3.0) — yet just over half of this group will graduate, and nearly one-third will drop out in the second year or later.

It is unrealistic for schools to ask already over-capacity advisors to meet with every Murky Middle student. Instead, institutions need reliable analytic indicators to narrow their search efforts to the most high-risk cases.

This population demands attention, but which specific students should you focus on? Find out with EAB’s Murky Middle white paper, where it profiles campus segments to determine where schools should focus efforts.

Click here to complete an online form in order to download the full white paper from the EAB website.

Project Director, Ed Venit
Contributing Researchers, Steve Mortimer & Jamie Studwell
Design Consultant, Kate Hinnenkamp

Reposted from: The EAB and its Murky Middle Project ©2016 The Advisory Board Company • eab.com • 33032
Interview with...

Margo Mountjoy, Sports Medicine Physician, Clinical & Academic Lead
by Jessica Westlake, Executive Assistant (Student Affairs)

The Professional Development Committee would like to provide readers with deeper insight into the roles and responsibilities of different portfolios at the University of Guelph. Most recently, we interviewed Margo Mountjoy, Sport Medicine Physician, Clinical and Academic Lead at University of Guelph:

Jessica: In a nutshell, what does your role entail?

Margo: I am the Clinical & Academic Lead at the University of Guelph. In a nutshell, I provide both treatment and preventative care to clients; develop educational opportunities for students and practitioners; cultivate local and global opportunities for collaborative research; and focus on increasing quality assurance at the Health & Performance Centre.

Jessica: What is a common misconception regarding your portfolio?

Margo: People often think that my career is limited to responding to current or past injuries. However, my role also includes preventative care techniques, and treating sport-related illnesses such as under-performing, fatigue, and exercise-induced asthma. Additionally, people often think my clients only include elite athletes; in addition to serving elite athletes, my services are for anyone who is, or who wants to be, recreationally active.

Jessica: What is your favorite part of your portfolio?

Margo: You can’t ask that! Love it all! If I had to select a favorite aspect of my job, I would have to say that I enjoy the variety. Today for example, I helped an elderly lady who wants to walk better, an elite athlete, and a small child. I then attended a meeting and helped solve a sports injury problem for a client. I am now having this interview with you, and next I will be conducting some research and then visiting with the elite running team, trackside. Each day is filled with variety.

Jessica: What is your least favorite part of your portfolio?

Margo: Believe it or not, this is the ideal role for me. I look forward to each day that I go to work.

Jessica: If someone were aspiring to a role like yours, what Professional Development would you recommend?

Margo: Sports medicine focuses on helping people improve their athletic performance, recover from injury, and preventing future injuries. It is a fast-growing health care field, because health workers who specialize in sports medicine also help many non-athletes. The field of sports medicine encompasses many different health careers. The career path you take will depend on your interests, your educational goals and the environment in which you want to work. Many careers in this field require advanced degrees, and certification can improve your chances of landing a great job. If you’re interested in sports medicine, consider volunteering with the medical personnel who assist sports teams. You can observe the work they do and learn more about what a career in sports medicine entails.

Jessica: Anything that the Division would benefit from knowing about your role that was not asked?

Margo: In addition to my roles and responsibilities as Clinical and Academic Lead I also sit on the International Olympic Committee (IOC). Annually I produce research and educational materials for elite athletes and during the Olympics I am responsible for assisting with the development and implementation of the medical and anti-doping programs at the Games every 2 years and the Youth Olympic Games.

Jessica: Would you share something about your personal life and finding your Work-Life Balance?

Margo: Finding work-life-balance is a challenge. Particularly if you choose to become a parent. For me, balance comes from setting and maintaining my family as my number one priority. Once my family’s needs are met, my responsibilities at work are more enjoyable. In addition, I like to take time for myself. This includes participating in physical activity for fitness and for fun, hanging out with family and friends, reading, playing the harp, or making crafts.

If you have any questions or comments, please feel free to connect:

Margo Mountjoy, M.D., PhD, CCFP (SEM), FCFP, FACM, Dip Sport Med. Sport Medicine Physician – Clinical & Academic Lead at the University of Guelph

Email: mmsportdoc@uoguelph.ca
Call for Writers
by Yassin Sagnia, Coordinator, Mentorship &

All members of the Student Affairs Division are invited to submit an article (or more) to the Professional Development Committee to be featured in future issues of The Quarterly.

Submitted articles should have a professional development theme, written for an employee audience, and should be a maximum of 800 words in length.

Submission Details
Submissions can be emailed to the Committee before March 1, 2017, by emailing Yassin Sagnia: ysagnia@uoguelph.ca

open call for Presentations
by Yassin Sagnia, Coordinator, Mentorship & Engagement Programs (Student Life)

The Professional Development Committee would like to create a reciprocal learning environment where colleague's present topics of interest or expertise to co-workers.

Attendees receive valuable knowledge, updates, or skills. While presenters, develop presentation and public speaking skills.

All members of the Student Affairs Division are invited to present on topics of interest or expertise. Presentations should have a professional development theme, be designed for an employee audience, and be less than 60 minutes in length.

Submission Details
Submissions can be emailed to the Committee before March 1, 2017 by emailing Yassin Sagnia: ysagnia@uoguelph.ca

Submission should include the following:
- Title of presentation
- Name and title of presenter
- A presentation summary (200 word limit)
- Identify the style of the presentation

Attendees receive valuable knowledge, updates, or skills. While presenters, develop presentation and public speaking skills.
Concussion in Sport
by Brett Lyons, Registered Physiotherapist (Student Wellness Services)

I am a registered physiotherapist and manager of physiotherapy services at the University of Guelph's Health & Performance Centre (HPC) and I have helped develop the concussion management program at the HPC. In October, I was fortunate to attend the 5th International Conference on Concussion in Sport. From this conference a number of recommendations will be made which will impact management, research and prevention strategies in the field of concussions for next number of years.

From the Berlin conference, a sport related concussion is defined as: A physiological disruption of brain function caused by an external force AND Manifests as an alteration of attention or mental state AND Is indicated clinically by new onset or worsening of a range of evolving signs and symptoms that are influenced by both intrinsic and extrinsic factors. Manifestations of concussion must not be due to drugs, alcohol, medications, caused by other injuries or treatment for other injuries, caused by other co-morbidities (e.g. psychological trauma, language barrier, or co-existing medical conditions). So, essentially a concussion is a disruption of the functioning of the brain caused by an external force. This force does not have to be a blow to the head (though in most cases it is). It is important to recognize that concussion does not result in structural changes to the brain, but rather how the brain runs. I sometimes try to explain to my patients that it's like you can't get a full charge on your cell phone. Normally you can get to 100% charge but with a concussion you might only be able to charge your "phone" to 50% power. As a result, the activities you do that normally you wouldn't think anything of, suddenly become taxing as more and more of your "battery" is drained.

If someone sustains a suspected concussion, the first thing to do is to seek medical advice. No two concussions are alike and as such no two concussions are managed the same. Depending on the situation, different systems may be involved and different strategies will need to be addressed. This can only be fully determined by a medical doctor along with a multidisciplinary health team with special training in concussion management.

The next step requires is a brief period of rest - both physically and cognitively. From Berlin the recommendations are that this period be only 1-2 days. Once this period is over, then gradual reintroduction of SYMPTOM LIMITED cognitive activity is advised. If someone is participating in tasks that increase his/her symptoms, then he/she is prolonging the recovery from concussion. As symptoms begin to subside, then reintegration into school and work is necessary. For a number of reasons, the amount of time taken off school or work should be brief, and accommodations should be put into place to safely return someone to work or school without exacerbation of symptoms. On campus, SHS and SAS are great resources for students to access to ensure safe return to classes with appropriate, individualised care plans for lectures, labs, exams etc.

If symptoms persist, then a course of treatment with a regulated health professional specialising in concussion management may be indicated in certain cases. Once symptoms have resolved and a person has been cleared to do so by their attending physician, then a graduated return to play process should be performed by anyone prior to returning to full sport.

At the HPC, we do a number of things to provide a comprehensive concussion management program:

1. We do educational talks and provide consultation and advice on prevention and management for a number of community and university organisations.
2. We provide comprehensive baseline testing for community and varsity athletes.
3. Should an individual sustain a concussion, then we provide ongoing treatment and management to address the issues that arise as a result of the concussion. This can be anything from treating the neck or vestibular system to providing guidance for modification to work and academics, or consultation with SAS to ensure a safe integration back into learning for the concussed individual.
4. Once a person has fully returned to school or work and has fully recovered from his/her concussion, we provide a graded exertional program to safely return people to regular activity and sport.

It's important to remember that concussion isn't a life sentence. The vast majority of concussions will recover in 4 weeks or less. If someone is having symptoms that persist, then we recommend seeking professional advice to determine what is causing these symptoms to persist. Often the symptoms may not be directly linked to the concussion itself and may have been triggered at the same time as the injury, but affected different systems in the body. Appropriate treatment targeting these affected systems can often be effective in resolving these issues. There's a lot of doom and gloom in the media about concussion and to be honest a lot of fear out there about sustaining a concussion. But with appropriately guided management, concussions don't have to be this terrible monster that a lot of people have made it out to be.
Concussion Quiz

1. How many symptoms are needed to diagnose a concussion?
   a. 3
   b. 1
   c. 5 or more
   d. You can have a concussion and not have any symptoms

2. True or False? The only treatment for concussion is rest.
   a. True
   b. False

3. Who is more likely to get a concussion?
   a. Males
   b. Females
   c. There is no difference

4. True or False? Helmets and mouth guards prevent concussions
   a. True
   b. False

5. Who is most likely to take the longest to recover from a concussion?
   a. Children
   b. Adolescents
   c. Adults
   d. There is no difference in recovery rates

6. True or False? If you get knocked out and have a concussion it will take you longer to recover.
   a. True
   b. False

7. Which brain imaging test is the best at diagnosing concussions?
   a. CT Scan
   b. MRI
   c. X-ray
   d. They are all equally good
   e. None of the above

8. How many times a night should a person with a concussion be woken up to be checked?
   a. Once
   b. Twice
   c. Every 2 hours
   d. They shouldn’t be woken up
Answers for the Concussion Quiz

1. **b.** You only need 1 symptom for it to be considered a concussion after the brain has sustained trauma. The symptoms of concussion might include any one of the following:

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Symptom</th>
<th>Symptom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of consciousness</td>
<td>Drowsiness</td>
<td>Fatigue or low energy</td>
</tr>
<tr>
<td>Headache</td>
<td>“Pressure in head”</td>
<td>Feeling like “in a fog”</td>
</tr>
<tr>
<td>Seizure or convulsion</td>
<td>More emotional</td>
<td>Nervous or anxious</td>
</tr>
<tr>
<td>Dizziness</td>
<td>Blurred vision</td>
<td>Neck Pain</td>
</tr>
<tr>
<td>Balance problems</td>
<td>Irritability</td>
<td>“Don’t feel right”</td>
</tr>
<tr>
<td>Confusion</td>
<td>Sensitivity to light</td>
<td>Sensitivity to noise</td>
</tr>
<tr>
<td>Nausea or vomiting</td>
<td>Sadness</td>
<td>Difficulty remembering</td>
</tr>
<tr>
<td>Feeling slowed down</td>
<td>Amnesia</td>
<td>Difficulty concentrating</td>
</tr>
</tbody>
</table>

2. **b.** There are many different treatment strategies available to help in concussion management. While relative rest is indicated initially, there is growing evidence that continued rest is not as effective as active treatment strategies in dealing with persistent concussion symptoms.

3. **b.** The incidence rate of concussions is higher in females than males. While it is not clear why this is the case, current theories are that this may be a result of women being more open and willing to report symptoms, as well as women generally having less neck strength which would make the head more susceptible to moving around and therefore more at risk of concussion.

4. **b.** Current helmet designs are effective in preventing skull fractures and other serious head injuries, and mouth guards are effective in preventing injuries to the mouth, teeth and jaw. Currently however, there is no evidence that they are effective in preventing concussions.

5. **b.** Recent research shows that adolescents aged 13-16 often have more severe symptoms and longer lasting symptoms than any other group. In general, children and adolescents have symptoms that last longer than adults.

6. **b.** Research suggests that if someone loses consciousness at the time of injury, they will actually have a shorter rate of recovery than someone who was knocked out. The suspected reason for this is because people who lose consciousness are often properly managed immediately after the injury rather than someone who had symptoms initially but was not managed properly until the symptoms continued on for a long time frame.

7. **e.** Concussions affect brain function but not their structure. A concussion can’t be seen on any current imaging technique there is for the brain.

8. **d.** As long as serious injury has been ruled out by a doctor, someone diagnosed with a concussion can sleep as much as needed during the night.
Department Updates

Athletics

January 2017 marked the beginning of a new era for the Gryphons as the first games were hosted in the new Guelph Gryphon Athletic Centre. Volleyball and Basketball fans as well as players were treated to the impressive four-sided video scoreboard and state of the art lighting, seating and sound system. The Event Centre opening will be followed by the Climbing Wall on January 15th and the UGAA Lounge welcoming guests on February 1st. New Fitness classes have been added to the schedule, including some women only and staff only classes. A full schedule of classes including descriptions can be found at https://fitandrec.gryphons.ca/fitness/wellness/nrg-pass-calendar. Several of the Gryphons varsity teams are primed for big performances during the Winter semester. The U of G men’s and women’s track & field teams are currently ranked No. 1 and No. 2 in the country, respectively, while the women’s and men’s hockey teams are sitting at or near the top of the conference standings. For the first time in five years, both Gryphon volleyball teams could be qualifying for the OUA playoffs, with both teams boasting winning records, while the Gryphons men’s basketball team remain locked in a battle to return to the OUA playoffs.

Child Care & Learning Centre

The Centre said goodbye to the Child, Youth and Family Practicum students after a successful fall semester and is looking forward to welcoming another round of students for the winter semester. Fall 2016 was the Department’s first semester with the new Pedagogical Lead position in place. The position has provided inspiration, support, challenge and encouragement as she guides us to study and reflect on the ways children learn and to explore our view of the child.

The Department will continue in its journey to develop the role of the environment as the “third teacher” by embracing the use of loose parts, real objects and elements of nature as learning materials in the playrooms. The CCLC looks forward to beginning to plan and fundraise for a more naturalized outdoor learning environment that enhances children’s connection to nature.

Co-operative Education & Career Services

Co-operative Education is continuing to grow at U of G. This summer, we have over 1,250 co-op students seeking employment – that is close to a 30% increase from last summer! As co-op grows we are seeing an opportunity to support our campus partners in hiring qualified students to support their teams. We’re very excited to be offering U of G departments a $2,500 Co-op On-Campus Grant. These grants will be available for summer 2017, fall 2017 and winter 2018 (posting and funding eligibility is subject to approval) and focused on newly created co-op roles (never posted or hired a co-op student into this role). As a member of the Student Affairs team, we encourage you to consider hiring a co-op student and take advantage of this funding opportunity. Click here to download the Co-op on Campus Grant application form. (We recommend saving the PDF file prior to filling out the information). Completed application forms can be emailed to: recruit@uoguelph.ca To learn more about this initiative, please contact us at: recruit@uoguelph.ca or ext. 52323

Student Affairs

The University of Guelph continues to strengthen its sexual violence programming by revising its existing sexual violence protocol to a more comprehensive policy aimed at supporting all members of the campus community, including faculty, staff and students. The policy, which was approved by the Board of Governors Dec. 12, 2016, includes an expanded definition of sexual violence that incorporates the full spectrum of incidents, ranging from inappropriate comments and harassment through to rape. “This policy is just one initiative that the sexual violence advisory committee is working on to enhance support of sexual violence programming on campus,” says Brenda Whiteside, associate vice-president (student affairs) and chair of the committee. Those initiatives include a Sexual Violence Support and Information website, which contains the newly approved policy as well as information about on- and off-campus resources for those who have experienced sexual violence. For more information, click onto the 2 links listed below: Sexual Violence Policy and Procedures

Sexual Violence Support and Information Website
Student Housing Services

Early in 2016, Student Housing Services (SHS) introduced a new communication tool to serve our customers -- an online chat feature. Prospective or current students, when browsing the housing@uoguelph.ca website, can live chat with Residence Admissions staff and get answers to questions that might otherwise take several back and forth emails to provide the same information. Our online live chat feature has been such a great success for general housing inquiries, and feedback from staff, students and other users has been very positive. In Fall 2016, SHS expanded the online chat to provide 24 hour coverage transferring responsibility from the Residence Admissions team to the Desk Services team after normal business hours. This has turned out to be a great way for international students in a different time zone (or our current students who are wide awake at all hours!) to connect and ask questions.

Student Life

Student Life last semester launched the department’s newly revamped website, centered around the department’s five pillars and geared towards being student user friendly. Student advisors within the department have had a busy start to the semester, with the number of student visits during drop-in hours set to surpass last year's numbers if they remain at the current rate. The department has a busy semester ahead with a Places of Worship Tour on January 29th, a Two Spirit Discussion event on February 1st and Orientation Volunteer recruitment in full swing. In collaboration with the Guelph Black Students Association and SHAC, plans are underway for 2017 Black History Month during the month of February. Key events include the launch on February 1st in the UC Courtyard, a business networking event on the 13th, 3 workshops and a panel. A schedule of all events for the semester will be posted to the Student Life website and Gryphlife.

Student Wellness Services

This past fall Student Wellness has expanded its services for students by offering extended hours of support in Student Health Services located in the Powell building. Students can access drop-in assistance from health services professionals, personal counsellors and accessibility services advisors from 4:30-7:00 pm on Tuesdays and Wednesdays.

The Professional Development Committee

In December 2016, the Division of Student Affairs identified members of the University of Guelph Community that could use some support. In the spirit of the holiday season the Division provided 7 adults and 8 children with items from their wish lists. The Professional Development Committee would like to thank everyone who contributed to this initiative or to others during the holiday season.
Moving up, out, in, or on...

Athletics:
- No changes to report.

Child Care & learning Centre:
- Elyse Serediuk has joined the team as Child Care Cook.
- Tori Harris will be transitioning from the kitchen, back into the playroom, and joins us as a supply teacher.

Co-operative Education & Career Services
- Robin Van Alstine has joined the front line team as an Employer Assistant.

Office of Student Affairs:
- R. Begin is on an indefinite Medical Leave, if you need to know who to contact please connect with the Office of Student Affairs.

Student Housing Services
- Gord Hollett has joined the team as a Porter
- Aaron Tsang has joined the team as an Assistant Residence Life Manager – Prairie Hall
- Keeley Moloney has joined the team as an Assistant Residence Life Manager – Maritime Hall

Student Life
- Nancy Hood has joined the team as Coordinator, Support Programs
- Pugaleni Iynkaran has joined the team as Coordinator, International Programs
- Heather Mitchell has joined the team as Coordinator, New Student Advising
- Jamie Vanderberg has joined the team as Coordinator, Multi-Faith Programs
- Clayton Coppaway has joined the team as the Aboriginal Liaison
- Julian Robbins Coordinator Assessment & Research has moved on to a new role with Research office of the Ontario Federation of Indigenous Friendship Centres in Toronto

Student Wellness Services
- Gillian Douglas has joined the team as Temporary full time SERVICE ASSISTANT/ -HPC
- Meghla Ray has joined the team as Part time - SERVICE ASSISTANT/HPC
- Lorianne Fraser - covering the secondment of Amanda Buda on the counselling front desk, TFT until December 2017
- Jane Miller - Jane has taken on the role of ADMINISTRATIVE ASSISTANT to Student Wellness
- Gabriela Johnson is on a TFT appointment as the ADMINISTRATIVE CLERK of Student Wellness
- Dr Margo Mountjoy is the CLINICAL AND ACADEMIC LEAD at The Health and Performance Centre
- Dr Erin Weersink - joins Student Wellness as a SPORTS MEDICINE PHYSICIAN
- Dr Nick Bayley - joins The Health and Performance Centre as an ORTHOPAEDIC SURGEON
- Dr Carla Edwards - joins The Health and Performance Centre as a SPORTS PSYCHIATRIST
- Dr. Dorothy Baker has taken on the MEDICAL CONSULTANT role at HEALTH SERVICES
- Craig Dixon is with The Health and Performance Centre on a Physiotherapy Fellowship
- Dori MacKinnon retired in December 2016 from Student Health Services
Always time for a laugh...

SO, NEW YEARS RESOLUTIONS. YOU GO FIRST!

I’VE RESOLVED TO STOP BEING JUDGMENTAL OF OTHERS.

I’VE RESOLVED TO START USING HERBAL REMEDIES INSTEAD OF GOING TO THE DOCTOR.

I JUST BROKE MY RESOLUTION.
Pilates Sessions @ The Health & Performance Centre

Starting the week of January 30th for 8 weeks.

**Beginner sessions:** Mondays 7:00 p.m. until 8:00 p.m.

**Intermediate sessions:** Wednesdays 12:00 p.m. until 1:00 p.m.

Register by calling The Health and Performance Centre at: 1-519 767-5011 or ext: 53039

**What is Pilates?**

Pilates was originally developed as a rehabilitation method for soldiers. Through years of refinement, Pilates has become an exercise method that integrates postural and breathing awareness into a program designed to strengthen the core muscles. Pilates is a series of fluid movements designed to build body awareness, promote flexibility and support resistance training in a fashion that builds lean muscle. Although not an ideal exercise method alone, Pilates is an excellent addition to any exercise program requiring strength and flexibility training that supports the core musculature, encourages improved posture and helps restore muscle imbalance.

**How will Pilates help me?**

Pilates is ideal for those looking for light resistance exercise using body weight. It helps create awareness of posture, breathing and movement patterns that may be contributing to weakness, pain, or dysfunction. Pilates is specifically designed to help patients connect with their body and build strong core musculature in the shoulder blade, low back and pelvic region.

**What if I have Lower Back Pain?**

Low back pain (LBP) is the most common complaint of all musculoskeletal problems, affecting up to approximately 80% of people throughout their lifetime and, of those, many suffer more than one recurrence. LBP can be successfully treated with physiotherapy, but the key is prevention. Ask you physiotherapist and doctor if Pilates is right for you.
Professional Development Series

Professional development is the means by which professionals within the profession of Student Affairs expand the depth and breadth of their expertise and keep abreast of the rapidly expanding body of knowledge related to the field. As Professional Development is absolutely essential in order to provide the highest quality services to students, the Division of Student Affairs at the University of Guelph, has a cross-departmental Professional Development Committee working to provide their colleges with Professional Development opportunities. The winter 2017 series includes the following:

1. **The inside scoop at the Rio Olympic Games – the medical + anti-doping programs: Rio2016** – a unique Olympic Games, as the first ever to be held in South America. This Games was swarmed in controversy and challenges at many levels leading into the event. Despite these challenges, the Games were a success, and our athletes competed with great outcomes. The medical and anti-doping programs also had their challenges and successes. This presentation will look at some of the ‘inside story’ on what happened in Rio and how challenges were overcome. For anyone with an interest in sport, health, anti-doping, this presentation will be of interest!

**Presentation Details:**  
Date: Thursday, February 9, 2017  
Time: 12:30 p.m. until 1:30 p.m.  
Location: University Center, Level 4, South, Room 424  
RSVP by January 31st by emailing st_affs@uoguelph.ca

2. **Local Human Trafficking: Identifying, understanding and supporting vulnerable persons:** This presentation will provide an overview of the topic of Human Trafficking with a focus on domestic sex trafficking. The presentation will provide a snapshot of what human trafficking looks like in Guelph, using the information available from services providers and provincial statistics. It will provide a brief history of the relevant laws in Canada and present Canada’s current legal framework. The presentation will go on to explore who is vulnerable, who is recruiting and the methods of control used throughout the grooming process. Then, in an effort to equip the community to be able to better support trafficked persons, the presentation will provide identifiers, presenting behaviours, tips when supporting a trafficked person and who to contact in our community when the situation arises. This presentation aims to de-mystify human trafficking as a trending topic, de-glamourize misconceptions around the sex trade, and provide a trauma-informed understanding into the real experience of domestic sex trafficking.

**Warning:** Content may be triggering so it is not recommended for children under 12 years old. Persons with lived-experience are encouraged to bring a support person and to practice helpful grounding techniques throughout the presentation.

**Presentation Details:**  
Date: Thursday, March 16, 2017  
Time: 12:30 p.m. until 1:30 p.m.  
Location: University Center, Level 4, South, Room 424  
RSVP by March 1st by emailing st_affs@uoguelph.ca
Marilyn Langlois, Student Affairs Staff Recognition Award

Nominations are invited for the Student Affairs Staff Recognition Award, named in honour of Marilyn Langlois. The purpose of this award is to recognize individuals working in Student Affairs who provide exceptional service to students, faculty, staff and others in the community.

This award is presented annually to a Student Affairs employee who epitomizes professionalism and goes beyond when supporting students, staff, faculty, and community partners. The letter of nomination and the 3 supporting letters should demonstrate how the nominee excels in each of the following areas: Service; Job Knowledge; Teamwork; and Campus/Community Partnerships.

DEADLINE: The nomination package must be received no later than Noon on Monday, April 10, 2017 c/o: Office of Student Affairs, st_affs@uoguelph.ca

Click here to review nomination details and forms

Win a $20.00 Gift Card!

Are you reading the newsletter? If so, the Professional Development Committee wants you to win!

For your chance to win a $20.00 Hospitality gift card email st_affs@uoguelph.ca before 4:30 p.m. on Wednesday, February 1, 2017.

Write "$20.00 Gift Card" as the subject and be sure to include your name and department contact information in the body of the email.

The winner will receive an email the first week of February.
Student Affairs at the Student Food Bank

Throughout December 2016, the Division collected items for the Student Food Bank. Collectively the Division was able to provide students with over 400 items of food. Additionally, over 30 staff volunteered at the Student Food Bank over their lunch breaks!

A big THANK YOU to the following members of our community (but not limited to):

- Barb Robbins
- Beverly Kostal
- Brenda Whiteside
- Carrie Steele
- Cheryl Doran
- Curtis Holmes
- Dave Durbin
- Diana Chinnery
- Erika Stewin
- Emily Parson
- Gabriele Wickens
- Jill Ferguson
- Jane Miller
- Jamie VanderBerg
- Jessica Nayda
- Jessica Westlake
- Kerrie Heffernan
- Karolina Rachtan
- Laurie Schnarr
- Linda Goodman
- Lindzie O’Reilly
- Lorraine Hammond
- Malcolm McLeod
- Melissa Beacom
- Michelle Pino
- Melissa Turner
- Robin Begin
- Samantha Dufy
- Scott McRoberts
- Sean Park
- Shannon Thibodeau
- Tania Green
- Trish Schmidt
- Yassin Sagnia

And to the many more that donated food items!