

**University of Windsor
Senate**

5.6.2: Report on Semester Lengths and Fall Reading Week - APPENDICES

Consultation and Information Gathering

In reviewing and formulating its report and recommendations, the Academic Policy Committee considered the following:

1.	Background rationale as to why UWin Week was introduced and then discontinued	Appendix 1
2.	Survey of Ontario universities including: <ol style="list-style-type: none"> 1. number of instructional weeks (excluding examinations) 2. whether they have a reading week or days in the Fall 3. the timing of the Fall reading week or days 	Appendix 2
3.	Five year calendar of academic dates to visualize impact of the different semester lengths and a Fall Reading week	Appendix 3
4.	Feedback from key stakeholders, gathered by the Chair of APC, Dr. Rick Caron, who attending the following Council meetings: <ul style="list-style-type: none"> GSS Council OPUS Council UWSA Council Business Council Education Council Engineering Coordinating Council FAHSS Faculty Coordinating Council Graduate Studies Council Human Kinetics Council Inter-Faculty Programs Council Law Council Nursing Council Science Faculty Coordinating Council WUFA Executive Council Senate Student Caucus Individual written feedback provided via survey and emails	Appendix 4
5.	Results of survey submitted to all faculty, staff and students with the goal of identifying the level of student, faculty and staff support for each of the following options: <ol style="list-style-type: none"> a) maintaining 12 weeks of classes per semester, excluding final examinations; b) changing to 13 weeks of classes per semester, excluding final examinations; If the respondent selected (a), the goal would also be to identify the level of student, faculty and staff support for: <ol style="list-style-type: none"> c) introducing a reading week in the Fall (resulting in twelve (12) weeks of classes, excluding final examinations) and obtain feedback on how they thought it should be structured (if at all) 	Appendix 5
6.	UWin Week Evaluation Report (Dr. Clayton Smith, January 2010)	Appendix 6

Appendix 1 - Background on the Matter Semester Lengths and a Fall Reading Week

University of Windsor Semester Length (Fall 2003-Fall 2013)	
Fall 2003, Fall 2004, Fall 2005, Fall 2006, Fall 2007	13 weeks
Fall 2008, Fall 2009	12 weeks + UWin Week
Fall 2010, Fall 2011, Fall 2012, Fall 2013	12 weeks

Fall 2008/Fall 2009

In Fall 2008, the University planned to hold a reading week in the Fall entitled “UWin Week”. This was subsequently cancelled due to a faculty work stoppage during the 2008 bargaining sessions. In Fall 2009, the University held the Fall “UWin Week”. The purpose of this week was to provide enhanced academic advising and other programming for students as a retention initiative. A review of the success of the week was conducted by the Dean of Students (Jan 2010) to determine whether the Fall UWin Week should continue.

2009-2010

Excerpt from President's Update #7 - Feb 1, 2010:

UWin Week

The October 2009 UWin Week has been followed by extensive consultations with deans, faculty, and students, and by a post-Week survey of stakeholders by the Vice-Provost, Students, and Registrar. This report on the survey is now available on the web site of the Provost and Vice-President, Academic. Although a number of positive aspects associated with UWin Week are reflected in the information summarized in the report and gathered from elsewhere, that information reveals that there was wide variability in participation and response to the week, and that significant numbers of people viewed the week as a break time to be off campus.

It is also evident that, while some faculties were able to provide programming throughout the week, there was considerable variability in the engagement of different academic and service areas on the campus, and in the participation of students in different years of study at the undergraduate and graduate levels. In addition to the information reflected in the report and the other consultations, it is also important to consider that in moving toward a new strategic plan, one of the five priorities of the University of Windsor is to “Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition”. All areas of the campus, both faculties and administrative support areas, are going to have opportunities to assess how they can, in their own reasoned and distinctive ways, contribute to achieving this goal. There may be some ideas that emerge that will be academic and acted on by Senate; some will be in student support services and acted on by staff. Regardless of what these ideas are, there will be an opportunity following completion of the strategic plan to develop a range of initiatives that will see the University of Windsor focus on the overarching goal of giving all of our students, regardless of their year of study or program, the very best education and opportunities for success.

Based upon these considerations, UWin Week is being withdrawn, and the University will schedule an uninterrupted twelve-week semester for Fall 2010. Any consideration of reintroducing a fall week without classes will be predicated on a full assessment of any impact it might have on the quality of the student experience and the utilization of institutional resources across all faculty and non-faculty areas. The efforts that many people put into UWin Week this past year, and into its evaluation, are sincerely appreciated, and serve to provide a better understanding of what might be considered within the context of the strategic plan.

2012-2013 Academic Year

- Last year, following a discussion at the December 2012 Senate, the Provost requested that APC review the issue of twelve-week versus thirteen-week semesters through a review of the length of semesters at other Canadian universities and any other relevant research.
- At the time that the thirteen-week semester was changed to a twelve-week semester there does not appear to have been a broad consultation process and this created many differences of opinions.
- Because the issue of semester lengths is inextricably linked to the question of a Fall reading week, this was also included as part of APC's mandated review.
- Both the Winter and the Summer Semesters currently include reading/study weeks in the middle of the 12-week terms.

Appendix 2 - Semester Lengths and Fall Reading Weeks at Ontario Universities (2013-2014)

In Ontario, 18 of 19 universities have 12 instructional weeks in the Fall and Winter semesters; 12 have some form of a study break in the Fall (with 8 having Fall Reading Weeks generally during the week of Thanksgiving and 5 having Fall Reading/Study Days at different times in the term).

University	Semester	Semester Length	Classes Start & End Date	Break (Y/N)	Length of Break	Timing of Break	Scheduling Notes
Windsor	Fall 2013	12 instructional weeks	Start Date: Thurs, Sept 5 End Date: Mon, Dec 2	No	N/A	N/A	
	Winter 2014	12 instructional weeks (plus Study Week) * Field work continues for Social Work	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Brock	Fall 2013	12 instructional weeks (plus Fall Break Week)	Start Date: Wed, Sept 4 End Date: Tues, Dec 3	Yes	Same week as Thanksgiving Holiday + 4 additional days.	Oct 13 - Oct 18	
	Winter 2014	12 instructional weeks (plus Reading Week) * Undergrad programs only	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Carleton	Fall 2013	12 instructional weeks (plus Fall Break)	Start Date: Mon, Sept 3 End Date: Mon, Dec 9 Start on a Tues and end on a Mon.	Yes	5 days	Oct 28 - Nov 1	
	Winter 2014	12 instructional weeks (plus Winter Break)	Start Date: Mon, Jan 6 End Date: Tues, Apr 8	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Guelph	Fall 2013	12 instructional weeks	Start Date: Thurs, Sept 5 End Date: Thurs, Nov 28 Classes on Mon, Oct 14 are rescheduled for November 28	No	N/A	N/A	Makeup day for holidays. The day following the last day of classes, students must

	Winter 2014	12 instructional weeks (plus Winter Break)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	follow their Monday course schedule.
Lakehead	Fall 2013	12 instructional weeks (includes Fall Term Study Period at end of classes)	Start Date: Mon, Sept 9 End Date: Mon, Dec 2 (including Education)	Yes	2 days	Dec 3 - Dec 4	
	Winter 2014	12 instructional weeks (plus February Break)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Laurentian	Fall 2013	12 instructional weeks (plus Fall Study Week)	Start Date: Wed, Sept 4 End Date: Wed, Dec 4 Oct 14 classes are rescheduled for Wed, Dec 4	Yes	5 days	Oct 21- Oct 25	Makeup day for holiday. The day following the last day of classes, students must follow their Monday course schedule.
	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 -Feb 21	
McMaster	Fall 2013	12 instructional weeks (plus Mid-term Recess)	Start Date: Thurs, Sept 5 End Date: Wed, Dec 4	Yes	3 days	Oct 30 - Nov 1	
	Winter 2014	12 instructional weeks (plus Mid-term Recess)	Start Date: Mon, Jan 6 End Date: Tues, Apr 8	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Nipissing	Fall 2013	12 instructional weeks (plus Study Week)	Start Date: Mon, Sept 9 End Date: Fri, Dec 6	Yes	Same week as Thanksgiving Holiday + 4 additional days.	Oct 13 – Oct 18	
	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18- Feb 21	
OCAD	Fall 2013	12 instructional weeks	Start Date: Thurs, Sept 5 End Date: Thurs, Nov 28 Monday classes are rescheduled for Nov 28	No	N/A	N/A	

	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Mon, Jan 6 End Date: Friday, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18- Feb 21	
Ottawa	Fall 2013	12 instructional weeks (plus Study Week)	Start Date: Tues, Sept 3 End Date: Tues, Dec 3	Yes	Same week as Thanksgiving Holiday + 4 additional days.	Oct 13 – Oct 18	Makeup day for holiday. The day following the last day of classes, students must follow their Monday course schedule.
	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18- Feb 21	
Queens	Fall 2013	12 instructional weeks	Start Date: Mon, Sept 9 End Date: Fri, Nov 29	No	N/A	N/A	
	Winter 2014	12 instructional weeks (plus Reading Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 – Feb 21	
Ryerson	Fall 2013	12 instructional weeks (plus Fall Study Week)	Start Date: Tues, Sept 3 End Date: Mon, Dec 2	Yes	Same week as Thanksgiving Holiday + 4 additional days.	Oct 13 – Oct 18	Makeup day for holiday. The day following the last day of classes, students must follow their Monday course schedule.
	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Fri, Jan 10 Engineering and Architectural Science programs start on Mon, Jan 6. End Date: Thurs, Apr 10	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18- Feb 21	
Toronto	Fall 2013	12 instructional weeks (plus Fall Break)	Start Date: Mon, Sept 9 End Date: Tues, Dec 3	Yes	2 days	Nov 11 –Nov 12	Makeup day for holiday. The day following the last day of classes, students must follow their Monday course schedule.
	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18- Feb 21	
Trent	Fall 2013	12 instructional weeks (plus Residential Reading and Laboratory Week)	Start Date: Thurs, Sept 5 End Date: Wed, Dec 4	Yes	5 days	Oct 21 – Oct 25	

	Winter 2014	12 instructional weeks (plus Study Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
UOIT	Fall 2013	13 instructional weeks	Start Date: Thurs, Sept 5 End Date: Tues, Dec 4	No	N/A	N/A	
	Winter 2014	13 instructional weeks (plus Midterm Break)	Start Date: Mon, Jan 6 End Date: Fri, Apr 11	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Waterloo	Fall 2013	12 instructional weeks	Start Date: Mon, Sept 9 End Date: Mon, Dec 2	No	N/A	N/A	Makeup day for holiday. The day following the last day of classes, students must follow their Monday course schedule.
	Winter 2014	12 instructional weeks (plus Reading Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Western	Fall 2013	12 instructional weeks (plus Fall Study Break)	Start Date: Mon, Sept 9 End Date: Fri, Dec 6	Yes	2 days	Oct 31 - Nov 1	
	Winter 2014	12 instructional weeks (plus Reading Week)	Start Date: Mon, Jan 6 End Date: Tues, Apr 8	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
Wilfred	Fall 2013	12 instructional weeks	Start Date: Mon, Sept 9 End Date: Mon, Dec 2 Oct 14 classes are rescheduled for Tues, Dec 2	No	N/A	N/A	Makeup day for holiday. The day following the last day of classes, students must follow their Monday course schedule.
	Winter 2014	12 instructional weeks (plus Reading Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	
York	Fall 2013	12 instructional weeks (plus Study Days)	Start Date: Mon, Sept 9 End Date: Fri, Dec 6	Yes	2 days	Dec 3 & Dec 9	
	Winter 2014	12 instructional weeks (plus Reading Week)	Start Date: Mon, Jan 6 End Date: Fri, Apr 4	Yes	Same week as Family Day Holiday + 4 additional days.	Feb 18 - Feb 21	

Appendix 3 - University of Windsor – Scenarios for 12-13 week semesters (with/without Reading Weeks)

Five-Year Calendar of Academic Dates (2014-2019)

*** 12 day exam period is the norm for each full-length semester ***

**** Both Winter and Summer semesters have traditionally included reading weeks ****

Addressing the Variance in Number of Instructional Hours Scheduled Due to Statutory Holidays:

As noted above, due to the timing of statutory holidays in Winter 2013 some courses were scheduled for 36 contact hours (12 weeks) and others are scheduled for 39 contact hours (13 weeks) in Winter 2013. To ensure that this variance does not occur in the future, APC proposes that the University adopt the practice used at most other Ontario universities of scheduling the make-up day for class time missed due to statutory holidays at the end of the semester.

If a Fall Reading Week is adopted and it is scheduled for the week of Thanksgiving, a make-up day for class time missed due to this statutory holiday would not be required. Such is the case for Family Day, since the reading week is scheduled to coincide with that statutory holiday.

Fall Semester	Classes Begin	Classes End	Exams Begin	Exams End	Alternate Exam day
Fall 2014 (13 wks) (or 12 weeks + reading week)	Sept 4	Dec 3	Dec 6	Dec 19	Dec 20
Fall 2014 (12 wks)	Sept 4	Nov 26	Nov 29	Dec 12	Dec 13
Fall 2015 (13 wks) (or 12 weeks + reading week)	Sept 10	Dec 9	Dec 12 (including Sunday exams or forgoing 2-day break)	Dec 22 (11-day exam period)	Dec 23
Fall 2015 (12 wks)	Sept 10	Dec 2	Dec 5	Dec 18	Dec 20
Fall 2016 (13 wks) (or 12 weeks + reading week)	Sept 8	Dec 7	Dec 10 (including Sunday exams or forgoing 2-day break)	Dec 21	Dec 22
Fall 2016 (12 wks)	Sept 8	Nov 30	Dec 3	Dec 16	Dec 17
Fall 2017 (13 wks) (or 12 weeks + reading week)	Sept 7	Dec 6	Dec 9	Dec 22	Dec 22
Fall 2017 (12 wks)	Sept 7	Nov 29	Dec 2	Dec 15	Dec 16
Fall 2018 (13 wks) (or 12 weeks + reading week)	Sept 6	Dec 5	Dec 8	Dec 21	Dec 22
Fall 2018 (12 wks)	Sept 6	Nov 28	Dec 1	Dec 14	Dec 15
Fall 2019 (13 wks) (or 12 weeks + reading week)	Sept 5	Dec 4	Dec 7	Dec 20	Dec 21
Fall 2019 (12 wks)	Sept 5	Nov 27	Nov 30	Dec 13	Dec 14

Winter Semester	Classes Begin	Classes End	Make-up Day for Good Friday	Exams Begin	Exams End	Alternate Exam day
Winter 2014 (13 wks) (plus reading week)	Jan 6	April 11	n/a	April 14	April 28	April 29
Winter 2014 (12 wks) (plus reading week)	Jan 6	April 4	n/a	April 7	April 21	April 22
Winter 2015 (13 wks) (plus reading week)	Jan 5	April 10	April 13	April 16	April 29	April 30
Winter 2015 (12 wks) (plus reading week)	Jan 5	April 2	April 6	April 9	April 22	April 23
Winter 2016 (13 wks) (plus reading week)	Jan 4	April 8	April 11	April 14	April 27	April 28
Winter 2016 (12 wks) (plus reading week)	Jan 4	April 1	April 4	April 7	April 20	April 21
Winter 2017 (13 wks) (plus reading week)	Jan 9	April 13	April 17	April 20 Includes Sunday exams	April 28 (shortened exam period)	April 29
Winter 2017 (12 wks) (plus reading week)	Jan 9	April 7	n/a	April 10	April 24	April 25
Winter 2018 (13 wks) (plus reading week)	Jan 8	April 6	n/a	April 9	April 21	April 23
Winter 2018 (12 wks) (plus reading week)	Jan 8	March 29	April 2	April 5	April 18	April 19
Winter 2019 (13 wks) (plus reading week)	Jan 7	April 5	n/a	April 8	April 23	April 24
Winter 2019 (12 wks) (plus reading week)	Jan 7	March 29	n/a	April 1	April 13	April 15

Summer Semester	Classes Begin	Classes End	Make-up Days for Holidays	Exams Begin	Exams End	Alternate Exam day
Summer 2013 (13 wks) (or 12 weeks + reading week)	May 6	Aug 2	Victoria – Aug 6^ Cda Day – Aug 7	Aug 10	Aug 23	Aug 26
Summer 2013 (12 wks)	May 6	July 26	Victoria – July 29 Cda Day – July 30	Aug 2	Aug 16	Aug 19
Summer 2014 (13 wks) (or 12 weeks + reading week)	May 5	Aug 1	Victoria – Aug 5 Cda Day – Aug 6	Aug 9	Aug 22	Aug 23
Summer 2014 (12 wks)	May 5	July 25	Victoria – July 28 Cda Day – July 29	Aug 1	Aug 15	Aug 16
Summer 2015 (13 wks) (or 12 weeks + reading week)	May 4	July 31	Victoria – Aug 4 Cda Day – Aug 5	Aug 8	Aug 21	Aug 22
Summer 2015 (12 wks)	May 4	July 24	Victoria – July 27 Cda Day – July 28	July 31	Aug 14	Aug 15
Summer 2016 (13 wks) (or 12 weeks + reading week)	May 2	July 29	Victoria – Aug 2 Cda Day – Aug 3	Aug 6	Aug 19	Aug 20
Summer 2016 (12 wks)	May 2	July 22	Victoria – July 25 Cda Day – July 26	July 29	Aug 12	Aug 13
Summer 2017 (13 wks) (or 12 weeks + reading week)	May 1	July 28	Victoria – July 31 Cda Day – Aug 1	Aug 4	Aug 18	Aug 19
Summer 2017 (12 wks)	May 1	July 21	Victoria – July 24 Cda Day – July 25	July 28	Aug 11	Aug 12

Summer 2018 (13 wks) (or 12 weeks + reading week)	May 7	Aug 3	Victoria – Aug 7 Cda Day – Aug 8	Aug 11	Aug 24	Aug 25
Summer 2018 (12 wks)	May 7	July 27	Victoria – July 30 Cda Day – July 31	Aug 3	Aug 17	Aug 18
Summer 2019 (13 wks) (or 12 weeks + reading week)	May 6	Aug 2	Victoria – Aug 6 Cda Day – Aug 7	Aug 10	Aug 23	Aug 24
Summer 2019 (12 wks)	May 6	July 26	Victoria – July 29 Cda Day – July 30	Aug 2	Aug 16	Aug 17

full-length semester scenario only. (Inter-session not included) Cannot incorporate a study week in a 13 week summer semester.

^Victoria Day and Canada Day both fall on Mondays and so make-up class days will involve Monday courses only. This is in keeping with how other universities schedule for class time missed due to holidays.

Appendix 4 – Summary of Feedback from Faculty, Staff and Students

Faculty Council and Student Government Feedback

Topic: Semester Lengths and Fall Reading Week

Faculty Council/Student Government Meeting Notes	Faculty/Student Government Body Feedback <i>(feedback was copied and pasted directly into this document)</i>
<p>UWSA- October 2, 2013</p> <ul style="list-style-type: none"> • The Facebook group already has 712 likes in favor of a Fall reading week • If there is a Fall reading week, it should not interfere with the holiday break 	<p>E-mail received on November 18, 2013 from Mr. Rob. Crawford:</p> <ul style="list-style-type: none"> • The UWSA calls upon the University Senate to reintroduce a 13-week semester with a Fall Break Week scheduled during the week of the Thanksgiving Holiday. The Break Week should not include any on campus activities. Academic hours should not be reduced, and quality of education should remain the same. • Annual studies should be conducted to measure Fall Reading Week as a means for stress relief, as well as personal health and wellness. • Please see UWSA's full report below: <p style="text-align: center;">Fall Reading Week Feedback</p> <p>The University of Windsor, in 2009, introduced a UWIN Week. At the time uWindsor had a 13-week term, one of these weeks was introduced as a week with no instruction. At the time, the week was to provide "programming, advising, mentoring and tutoring to students" (Office of the Vice Provost, Students and Registrar 9)¹</p> <p>The Report found that UWIN Week as a break week had a majority of students and faculty behind it. 80% of students believed the best time for a break week (4), while 58% of Faculty and 61% of Staff supported the break week (10)</p> <p>The resurgence of mental health awareness campaigns has greatly changed how many universities structure their semester. Several universities, including Brock and Carleton, have introduced Fall Reading Weeks. A discussion paper released by Queens University and drafted by the Principal's Commission on Mental Health cited Fall Reading Week as something that should be adopted, as it would, among other things "help smooth out the workload across a term, decompress the intensity of the first term and provide the opportunity for a fall break without the burden of upcoming midterms. "(17)²</p> <p>In addition a Fall Reading Week could have other benefits, which would fall in line with the University's strategic goals, in particular to "Provide an exceptional supportive</p>

undergraduate experience that emphasizes independent learning...and successful year-to-year transition.”(Strategic Planning Advisory Group 11)³ However there is another clear advantage for the University in having a dedicated break week in the Fall: a week in which conferences and open houses for high school students can be scheduled. With classes out of session, the entire campus’ resources can be used in catering to those on campus. This should aid in recruitment. This would factor well with another strategic priority, to “Engage the community in partnerships that strengthen the economy, quality of life, and well-being of the Windsor-Essex region.”(11)⁴ This is already being done by at least one institution in Ontario. The Graduate Student Association at the University of Ottawa’s Vice-President External, Seamus Wolfe, referred to this in correspondence with the UWSA. The University of Ottawa schedules a First Year Open House during Fall Reading Week.⁵

Of the 19 universities studied by the UWSA, 10 have some form of Fall Break, including York, Ryerson, Laurentian, and University of Toronto Scarborough.

Figure 1: Academic Dates of uWindsor and Ryerson

uWindsor Academic Calendar, Fall 2013	Ryerson Academic Calendar, Fall 2013
September 5th – Classes commence	September 3rd – Classes commence
October 14th – Thanksgiving	October 14th – Oct 18– Fall Study Break
December 2nd – Classes end	December 2nd – Classes end
December 5th-16th – Exams	December 3rd – December 14th – Exams
December 17th – End of term	Monday December 14th – End of Term

Ryerson’s model for a Fall break could easily be implemented at Windsor. By beginning the semester 2 days early, they make up for lost academic contact hours during the break. In addition, the buffer between exams and the end of classes is gone. Surveys of students clearly show that the majority hit a “wall” during the sixth week of classes. Clearly this would be a better time to hold a break than at the end of the semester as classes wind down.

The UWSA's study of Ryerson University shows that there is no substantial change to semester length for students or faculty, and that the exam period ends in a timely manner. As such, accreditation should not be effected, nor should winter or summer breaks. However, under this model Engineering students do not receive the week. We strongly oppose this. All students, if possible, should receive a fall reading week, regardless of faculty.

The UWSA acknowledges that Windsor's scheduling may not necessarily correlate to follow Ryerson's model, and that certain faculties have heavier workloads, which makes scheduling a Fall Reading Week difficult. This is to demonstrate the feasibility of a Fall Reading Week. There are several ways in which we can ensure that no class time is lost in scheduling a Fall Reading Week. One way in solving any potential lost class time is to start the semester two days earlier (September 3rd) and end two days later (December 4th) and remove the buffer between the end of classes and exams similar to Ryerson's model but without losing any potential class time.

Conclusion:

The UWSA calls upon the University Senate to reintroduce a 13 week semester with a Fall Break Week scheduled during the week of the Thanksgiving Holiday. The Break Week should not include any on campus activities. Academic hours should not be reduced, and quality of education should remain the same.

Annual studies should be conducted to measure Fall Reading Week as a means for stress relief, as well as personal health and wellness.

¹ Office of the Vice-Provost, Students and Registrar. (2010) *UWIN Week Evaluation Report*. Retrieved from <http://www1.uwindsor.ca/sia/system/files/UWin-Week-2009-Evaluation-Report-FINAL-Jan-14-2010x.pdf>.

² Principal's Commission on Mental Health. (2012) *Towards a Mental Health Strategy for Queens*. Retrieved from <http://www.queensu.ca/cmh/index/1cmhdiscussionpaperJune2012.pdf>

³ Strategic Planning Advisory Group (2010) *Thinking Forward...Taking Action*. Retrieved from <http://www1.uwindsor.ca/sites/default/files/TakingAction.pdf>

⁴ *Ibid.*

⁵ <http://www.registrar.uottawa.ca/?tabid=4172>

GSS- October 17, 2013

- The GSS Council will be e-mailing their feedback to Dr. Caron as a body. Individual members were also invited to e-mail Dr. Caron their feedback.

E-mailed received on November 22, 2013 from Mr. Mohammad Khurshed-UI Alam:

- Please be informed that 75% of GSS council members voted in favor of having a Fall Reading Week. Semester lengths could be adjusted accordingly.

<p>OPUS- October 8, 2013</p> <ul style="list-style-type: none"> The OPUS Council will be e-mailing their feedback to Dr. Caron as a body. Individual members were also invited to e-mail Dr. Caron their feedback. 	<p>E-mail received on November 7, 2013 from Dr. Ed. King:</p> <ul style="list-style-type: none"> OPUS discussed the issue and the Board was unanimous in wanting a Fall reading week similar to the week in the Winter and in Intersession/Summer. We also favor a 12-week semester.
<p>Science Faculty Council Meeting- November, 7, 2013</p> <ul style="list-style-type: none"> Important to keep in mind grant deadlines Dr. Dutton said that with labs it's manageable. They were able to recuperate after the CUPE 1393 strike. Dr. Heath mentioned that in the Fall he loses a lab because of the Thanksgiving holiday (if class is cancelled on Monday, there is no lab). If the Fall reading week is not held during the week of Thanksgiving, he would be losing a second lab. Must make the purpose of the week clear (i.e. instructional, break). Advertise it the same way as the Winter break. 	<p>No additional comments submitted.</p>
<p>Nursing Faculty Council Meeting- November 14, 2013</p> <ul style="list-style-type: none"> In 2008 the Faculty of Nursing held activities during UWin Week and it was a success. In the future, if there were an introduction of a Fall Reading Week, the Faculty of Nursing would be interested in offering similar activities. The question was raised, if we are giving students more opportunities to miss class (i.e. student attendance is low on the Friday before the Fall reading week). In response, it was noted that we cannot prevent students from skipping class. Faculty noticed an increase in the number of students suffering from stress early in the Fall term. If Fall reading week was held during the week of Thanksgiving, it wouldn't be too early. A Fall reading week would not effect clinical 	<p>E-mailed received on November 14, 2013 from Sheema Inayatulla:</p> <ul style="list-style-type: none"> Nursing is supportive of adding a reading week to fall term Important for decreasing students' stress/mental health break Preference would be to hold it during the Thanksgiving Monday week Would like it to be a strict study week for student, with no required activities by faculties; however, faculty members individually have the option to provide activities and support to students if desired Nursing would have to discuss with our college partners (for our collaborative BScN program) any implications for scheduling of our collaborative courses if this proceeds - Linda Patrick will bring to the next Program Management Committee meeting on Nov 29. We are unsure if the partner colleges (Lambton & St. Clair) have their own fall reading week, or if they would implement one in nursing if the university proceeds. <p>Additional concerns:</p> <ul style="list-style-type: none"> Nursing holds clinical orientations in each year of the BScN program prior to the start of classes (i.e. the few days right after the labour day holiday in fall term,

<p>placements. It may however affect student's retention, but not the availability of placements.</p> <ul style="list-style-type: none"> Nursing will be summarizing their key issues on the topic and forwarding them to Dr. Caron. 	<p>and the few days right after New Year's Day in winter term). We understand that students have asked that classes start the Tuesday right after the labour day holiday in the future. This will result in a challenge for Nursing to schedule the clinical orientations, since students will already be in class and it will also be very difficult or even impossible to find available classrooms on campus to hold the clinical orientations once classes start. Nursing would like to request that the first day of classes be maintained as currently scheduled so that we can still conduct the clinical orientations before classes start each term.</p> <p>Our collaborative college partners for the BScN program normally schedule their classes and mid-term exams according to their own college schedules so would not be impacted by a fall reading week at the university; however, college final exams are scheduled where possible at the same date/time with the corresponding university nursing course final exams, since 60% of the questions on final exams at all sites is the same. If adding the fall reading week changes our exam period - it may not be possible to hold our final exams at all sites at the same time. However, Nursing will deal with this in case this does happen.</p>
<p>Inter-Faculty Council Meeting- November 15, 2013</p> <ul style="list-style-type: none"> The Inter-Faculty Council will be e-mailing their feedback to Dr. Caron as a body. Individual members were also invited to e-mail Dr. Caron their feedback. 	<p>E-mailed received on December 18, 2013 from Katherine Quinsey:</p> <p>While the IFP Council was generally in favour of the idea of a fall reading break, and supported the idea of consistency among semesters and within courses where possible. There was some discussion of the various purposes and logistics. Internships and co-op placements would not have the same break as they would be following the professional practices within their area. Education already takes the Winter break at a different time, matching the March break of the school system, because of field placements. Collaborative programs such as Nursing would also be affected. The benefits of a study break were discussed and health benefits were pointed out, particularly as stress-related illness is a problem later in the semester in the current system. The student representatives discussed whether the break would be used to support study or just to party, and it was pointed out that study habits vary widely. The notion of turning study week into a mid-term week was also suggested (by one of the students, I hasten to note; no faculty member would dare suggest this ☺) and it was pointed out that this was probably not manageable for all students. The issue of mid-terms and grading was also discussed, whether mid-terms should be scheduled before or after the break; students would prefer to have the break to study, and faculty would prefer to have the break to mark. There was no particular discussion on the timing of the proposed study week. There was no discussion of 12-week as opposed to 13-week semesters. In general, people seem to have accepted the 12-week semester.</p>
<p>Faculty of Law Faculty Council Meeting- November 20, 2013</p>	<p>E-mail received from Prof. Reem Bahdi on December 16, 2013. The following summarizes the Faculty of Law's discussions to date. Additional information will be</p>

- First-year law courses cover both the Fall and Winter semesters.
- The question was raised, if the Faculty of Law could have a different Fall Reading Week from the rest of the campus.
- Concern was expressed regarding the Law Program being a professional accredited program and how a Fall Reading Week would impact the accreditation requirements.
- It was noted that Faculty of Law students leave campus for a week during the Fall semester for interviews. It was suggested that the Fall Reading Week take place during the same time.
- The University of Toronto has a Fall reading week and this doesn't effect their accreditation requirements.

provided following their January Faculty Council meeting.

The Faculty of Law has referred the question of whether to introduce a reading week in the fall semester to it's Academic Planning Committee. As a professional discipline regulated by its professional body, the Law Society of Upper Canada, the Faculty of Law must have regard for the expectations of the Law Society and the practices of other law schools.

The Academic Planning Committee has identified the practices of other law schools and will consider the matter at its next meeting in January. Professor Maggie Liddle compiled a list of law school practices and identified a set of issues to be addressed (see Law's Memorandum). The main issues arising in relation to the proposed fall reading week are:

- If Windsor is seeking to re-introduce the Fall semester break do we wish to follow suit?
- Do we need to follow the Windsor time schedule or like our Winter break can we set a time that suits the needs of our students?
- Must we include all years or like Osgoode and U of T will it be only for upper year students?
- Do we want to include Law 1's?
- What time period works best for us? Timing will depend on the purpose for the break.
- If we include Law 1's will the time of the break be uniform across all years or can it be different?
- How do the Fall or Winter breaks fit within our curriculum reform vision?
- If there is a Fall break does this impact the Winter break or its timing?
- What is the impact of a Fall break on our teaching weeks/exam period?
- What is the impact of our study breaks on the Dual J.D.'s and how is this to be resolved?
- Do the other law schools teach for 12 or 13 weeks per term? What adjustments have those schools that have introduced a reading week had to make to ensure that they teach a sufficient number of weeks/hours?

The following table sets out the practices of law faculties across Canada.

Law School	Fall Break	Winter Break	Notes
Alberta	Nov 12 - 13, 2012	Feb 19 - 22, 2013	
Calgary	Nov 12 - 13, 2012	Feb 18 - 22, 2013	

	Dalhousie	Nov 13, 2012	Feb 25 - Mar 1, 2013	
	Lakehead	none	Feb 18 - 22, 2013	
	Manitoba	none	Feb 18 - 22, 2013	
	McGill	none	March 4 - 8, 2013	
	Osgoode	Nov 5 - 9, 2012	Feb 18 - 22, 2013	
	Ottawa	none	Jan 24 - 30, 2013	
	Saskatchewan	Oct 5, 2012	Feb 19 - 22, 2013	
	TRU	none	Feb 18 - 22, 2013	
	U of T	Nov 5 - 9, 2012	Feb 18 - 22, 2013	*Reading week for upper years; Professionalism & Ethics workshop for first years
	UBC	none	Feb 18 - 22, 2013	
	UNB	none	March 4 - 8, 2013	
	Victoria	none	Feb 13 - 17, 2013	
	Western	none	Feb 4 - 8, 2013	
	Windsor	none	Feb 18 - 22, 2013	
WUFA Exec. Meeting- November 20, 2013 <ul style="list-style-type: none"> It's important that the University remains consistent with regard to the number of weeks in a semester. Lack of consistency impacts sessional instructors (i.e. if they work 12 weeks or 13 weeks they are still paid the same amount of money. 		E-mailed received on December 20, 2013 from Debbie Nobel: <ul style="list-style-type: none"> My primary concern is the introduction of a Fall break -- ideally, a full week with no classes or exams. While including mandatory "student improvement" activities is noble in principle, simply having a <i>break</i> from classes and exams is probably the best thing we could do for our students' well being! I think a Fall reading week would be useful for students. It would allow them to research and complete papers with more thought. Also, it would contribute to 		

- Avoid mimicking Ryerson's Fall Reading Week where everyone has the week off except for the Faculty of Engineering.
- The question was raised, why do classes start on a Thursday? Why don't they start at the beginning of the week? When classes start on Thursday, this poses issues for courses with a lab component.
- UWin Week poses another set of obligations for Faculty.
- Concern was raised that students are not being made clear that if they move forward with a Fall Reading Week, that the Fall semester will be extended by an additional week.
- The University needs to avoid the Winter term going into May as some students who pay rent will have to pay for an additional month, and students need some time to prepare for the highly competitive summer job market.
- It was noted, that hospital consolidation process in the Faculty of Nursing takes place in late April once the exam period is over. Which is important to keep in mind when discussing potential changes being made to the calendar.

uniformity in semester length. I think that this would be more useful than a couple of days around the end of October. This is what FAHSS is planning I believe.

- My preference is to have a 12 week fall semester without a study week. A primary reason, is that I see many problems with having to add a week of classes to the end of the semester or to the beginning. Given the structure of final exams, adding a week to the semester will pose rather serious scheduling issues, which to my understanding is one of the rationales for why we switched from a 13 to a 12 week semester in the first place. If we decide not to add a final week to the semester than we would have to begin classes prior to labour day which present another set of issues. If we begin classes the day after labour day then we would have to either cancel welcome week activities or move those to before labour day which poses another set of issues. I do not believe at this juncture, that students who have expressed interest in a study week are aware of the potential ramifications. Thus, I believe that if we incorporate a study week then when other changes are made to accommodate it, we will hear from students, faculty, and staff, about those changes and the cycle of complaints will continue.

As a faculty member who has primarily been teaching graduate level courses of late, my students have not raised the issue of a need for a study week and given that the academic year starts in the fall a week break actually in my opinion slows momentum and would not necessarily improve performance. If for some reason we were to have a study break week, I would be in favour of it simply being a week where no additional activities or requirements are put through. Since the week will be redistributed somewhere else, I do not believe from a workload perspective we need to fill it up with activities for students or have departments develop plans and require faculty participation. Faculty will already have meetings scheduled that week and are engaged in scholarship-faculty will not be getting out of anything. Students do not need forced advising sessions or anything of that nature either. Again since the week will be redistributed elsewhere, they are not getting out of anything. Of course nothing would preclude departments and faculties from offering optional or voluntary activities, but I would not support anything that is deemed a requirement.

I do believe it would be nice to find a solution for the inconsistent number of class sessions issues where we find some have 12 and others have 13. It is a particular issue when you teach two sections of the same course and one has 12 and the other 13. This strikes me as a scheduling/administrative issue and one we would not be the only university facing the dilemma. Thus I would be curious to hear how other universities have solved this problem. It does seem if we start classes the day after labour day it would solve the problem--though that affects welcome week. Its possible that the idea of having two study days prior to thanksgiving could solve the inconsistent number of days. In any event, preference is for a 12 week semester without a formal study week. Thanks.

Human Kinetics Faculty Council Meeting- November 29, 2013

- A majority of the faculty were in favor of a Fall reading week because this allow for consistency amongst the winter and summer semesters
- A week would allow both faculty and students opportunities to catch up on some tasks. It is also beneficial to the well being of the students, especially first-year students.
- Assuming that HK enrollment increases, there would be more course sections. How will the exam period be effected if it was push back a week?
- Has the university considered looking at a half of a week? If students are only off for a couple days, they are less likely to plan a vacation and remain in the area.
- The University of Western and McMaster University both have a break days.
- Reading weeks are normally held at the end of October, or early November.
- The Faculty is in favor of making up classes, especially for courses that have a lab component.
- When classes start on Thursday, students don't feel the need to show to up to the first day of classes.
- The faculty expressed interest in using this break to attend conferences. Many conferences tend to fall between October 17-20th.
- The Faculty of Human Kinetics grant deadlines are usually around October 15th, therefore faculty would not use the break to work on their grant applications
- A suggestion was made to start the Fall semester before Labour Day.
- It was suggested that Windsor Welcome Week

No additional comments submitted.

<p>festivities take place at the end of August, so that it doesn't interfere with the first week of classes and classes can start on the Tuesday after Labour Day rather than the Thursday.</p> <ul style="list-style-type: none"> ○ In response, it was noted that some student's summer employment ends at the end of August, and if classes started earlier, many students may choose working over attending their first week of classes. The international student population needs also should be considered as they tend to arrive later in the semester due to their VISA's. 	
<p>Business Faculty Council Meeting- December 13, 2013</p> <ul style="list-style-type: none"> • Try to make it fair so that all professors teach the same amount of days (i.e. Make up Monday's). • Provide the students with enough notice, and allow time for faculty to coordinate the scheduling of their exams so that students are not overwhelmed when they come back from the break. • It was suggested that the break take place during the week of Thanksgiving, similar to other institutions. • Don't have a Fall break, and cut the semester shorter. • Having a break in the Fall term is beneficial to first-year students, so that they can use this time to catch up on their studies. • Some faculty would like to see the fall term 13 weeks in length, as 12 weeks is much too short. 	<p>No additional comments submitted.</p>
<p>Engineering Faculty Council Meeting- November 28, 2013</p> <ul style="list-style-type: none"> • American universities Fall semester consist of 15 weeks. The Engineering is currently having difficulties fitting in labs at 12 weeks. • The Faculty of Engineering can teach their 	<p>No additional comments submitted.</p>

<p>courses over a 12-week period as they are currently meeting the accreditation requirements.</p> <ul style="list-style-type: none"> • Faculty do not want to push back exams • The issue is Monday's as a lot of courses fall on Monday's 	
<p>Faculty of Arts, Humanities and Social Sciences Council Meeting- December 12, 2013</p> <ul style="list-style-type: none"> • The break should take place later in the semester • How we advertise the week could have potential implications. For example, will students be expected to submit any course work during that time? • Hold a fall break that consists of 2-3 days similar to the University of Western Ontario. • Faculty needs to be made aware of their obligations during the break. • Purdue University has a 4-day break. There are no activities planned over the break, and faculties have no obligations. • The break splits up the semester, however, a fresh start up must be initiated after the break. • It would be nice if the semesters were consistent. • From an advising perspective, it would be nice if the break fell before registration for the winter term. • Georgian College took their students on a field trip to Sudbury for their fall break. 	<p>E-mailed received on January 22, 2014 from Lavinia Jula: Members were informed that the purpose of the visit is to collect information before a final presentation on semester lengths is made to Senate. It was noted that a survey was collected and over 85% of respondents indicated a preference for 12 week semesters.</p> <p>Discussion ensued around the fact that a study/mental health break in the middle of the semester would have different impact on students and faculty depending on expectations during that week. Discussion continued further on the placement of a study break and the impact it would have on assignments and student engagement. A few comments were made against having a study break tied to the Thanksgiving holidays. It was noted that it is necessary to clarify to faculty members what their obligations re during the study break.</p> <p>A suggestion was made to have a 4 day break with no obligations from either students or professors. Further discussion ensued around the issue of the start of the semester being on a Thursday which creates different class lengths depending on the day of the week classes are scheduled on.</p>
<p>Education Faculty Council Meeting- December 12, 2013</p> <ul style="list-style-type: none"> • Education already has 14 weeks in the fall term, and 15 weeks in the winter term. The Faculty of Education needs up to 15 weeks. • The Faculty of Education has already had some discussions to remove the Winter reading week. • The Faculty of Education's graduate programs are 12 and 13 weeks in length. 	<p>E-mailed received on December 18, 2013 from Karen Roland:</p> <p>1) Semester length:</p> <ul style="list-style-type: none"> - As noted during Faculty Council, with regard to the undergraduate B.Ed consecutive program, because of the experiential learning component (practicum), this program is typically 14 weeks in length in the Fall semester, and 14-15 weeks in length in the Winter semester. Therefore, a 12-13 week semester would not be appropriate, and the Faculty of Education would need, as it currently does, to be exempt from this semester-length requirement. - However, as also noted during Faculty Council, the issue of 12-13 week semester

<ul style="list-style-type: none"> How would the campus address mental illness during this break? Must keep in mind that mental illness is a complex issue. 	<p>length may be applicable to our graduate program</p> <p>2) Fall study week:</p> <ul style="list-style-type: none"> The Fall semester study week proposal may not be appropriate for the undergraduate B.Ed consecutive program due to the need (as noted above), to integrate both in-class instruction with practicum placements, leaving no time available during the fall semester for an additional study week. It should be noted in the University's Academic Undergraduate Calendar that the Faculty of Education offers a winter study week only, which must correspond to practicum schedules, and is not typically held during the same calendar dates as other university faculties/departments. However, for the graduate program, a Fall study week may be feasible <p>Additional e-mail received on December 20, 2013 from Karen Roland:</p> <p>Hi again Rick, i just received some additional feedback from two Faculty Council Members indicating their support for a Fall study week (one individual suggested the first week of November). I wanted to share this with you to ensure their opinions were heard, however, as mentioned in my previous email, the Faculty of Education, for our BEd program, might have scheduling difficulties with this. Best, Karen</p>
<p>Graduate Studies Faculty Council Meeting- December 16, 2013</p> <p>Overview/debrief of the issue and the survey.</p>	<p>No additional comments submitted.</p>
<p>Senate Student Caucus- December 4, 2013</p> <ul style="list-style-type: none"> The Senate Student Caucus will be e-mailing their feedback to Dr. Caron as a body. Individual members were also invited to e-mail Dr. Caron their feedback. 	<ul style="list-style-type: none"> The committee was in agreement of introducing a Fall Reading week during the same week as Thanksgiving, as students are already off on Monday because of the holiday and it would minimize the number of days away from classes. The Fall break should mirror the Winter Reading week. It should be a week in length, no classes or labs should be held during that time and attendance at scheduled campus activities would be optional. The implementation of a Fall Reading week should have no impact on the student workload or number of instructional hours.

Semester Lengths and Fall Reading Week Feedback
Individual Feedback Received in the Form of E-mails

Feedback *(feedback was copied and pasted directly into this document)*

I am the GSS rep for GLIER. I was at the meeting last week, and a request was made to email you our thoughts on semester length and weeks off and such. Although I may be a little against the grain here, I would say that I do not support a reading week, that is if I fully understood a reading week to be a week off during the semester. There are a few reasons. The two main reasons are: 1) In the past, when I was an undergrad, and even today as PhD student, I would prefer to have a longer break between semesters and not have the week off - it allows for more time to have an actual vacation. One week, it's as though your

just feeling relaxed and then your right back to it. Having the week off as part of the bigger break between semesters is what I have always supported. Secondly, I feel that students, especially undergrads, come back after that mid-semester week off and have almost entirely forgotten everything they had learned up to that point. Additionally, it seems like there is always a lag in getting the classroom and labs and everything else up and running again after that week. Some students take longer than the week and then it's dealing with absences and such. Those are more/less my feelings. If I am missing a certain clarification you were looking for or otherwise please feel free to email me any time.

Thank you for the opportunity to fill out this survey. In my opinion, it is very good that the Senate Academic Policy Committee is considering attention for these topics. However, I am concerned that because of the lack of technological services available at the University at the moment, many students may not know about or have access to this survey. I am sure those who are committed to completing it will find a way to do so; it was just a concern I thought I would voice because it could potentially skew the data one or the other and may not represent what the majority of students actually say about this topic. For example, the majority of students will say they want a Fall Reading Week but they will not know what to do with themselves during that week and they will not understand the full benefits of having one because they have not experienced it before.

Regardless of the outcome, I look forward to hearing what the results will be.
Thank you for your time,

I attempted to respond to the survey, but was unable to submit my responses because I refused to answer question 6. I provided an explanation for my refusal to answer in the comment box. As someone who teaches survey research methods I would like to suggest that you have a poor design and have lost my response, as well as that of some others.

I completed the survey and put comments into the comment box, but when I clicked 'submit' an automatic message said I could not submit without answering question 6. I tried to click submit again, but just kept getting the message, so I exited.

I have read your message regarding the length of semesters being different for various courses due to scheduling, and I am also aware of issues that our department (Computer Science) and, I'm sure, other departments on campus encounter regarding student event scheduling. It is a challenge to find times when we can organize student events such as external speakers, workshops and recognition events. Even when we find appropriate times, attendance rates are low due to the many demands on students' time, or their reluctance to change their schedule. Perhaps these "extra" schedule class times for those courses with the additional session can be given back to the department so that they can schedule special events, or invite relevant community members to come in and give a talk to the students who already have that time allocated in their schedules. I'm sure that this is done on an informal basis now, but perhaps you, or the Academic Policy Committee, can offer this as a suggestion to instructors on how to cover the extra hours without introducing additional material, and how to make the student experience better. Alternatively, if there are people concerned that 36-hour enrollees are disadvantaged due to this, the "extra days" that need to be filled in the calendar can be allocated exclusively to these special events, with the expectation that students are to attend these academic events.

In my reading of the survey, I believe that it is flawed/skewed. I think that the bias of the researcher has been embedded into the survey. Respondents are forced to answer 6. and 7. But 6. and 7. are only relevant if you agree that there should be a Fall Reading Week. If one does not see the benefit of a Fall Reading Week (based on previous experience with the Fall Readings in past years), then the respondent should not have to answer these questions. As it stands now, even if one does not support the Fall Reading Week, there is no choice but to answer 6. and 7. otherwise, the survey cannot be submitted. This has to skew the results...those who do not see the benefit of the Fall Reading Week have to exit the survey or answer 6. and 7. As it stands, I cannot participate in this survey. (Of course, I may be reading the survey incorrectly) If the decision has already been made to have a Fall Reading week, why waste our time with this? If I am misunderstanding the survey, please let me know.

Well, this survey is a problem. It is very poorly developed. The questions are ambiguous and when I attempted to return to the explanation page to look for some clarification, I was expelled from the link with no possibility of starting over again. Here are the comments that I hoped to provide. Perhaps next time surveys like this could be developed with the help of empirical researchers?

I am finding the response options for question 6 too unclear to provide an answer. Was this questionnaire developed by empirical researchers? In any case, the crucial question is: would adding a reading week in the Fall simply add one week to the overall semester? We presently have 12 weeks of classes, followed by examinations that can take place quite close to the Christmas break. Would adding a reading week simply create a 13th week to squeeze into the Fall?

I just thought I would let you know that your comment section only allows letters and numbers -- no punctuation. This makes it difficult to produce sentences, and so I thought I would email you my comments. However, you probably don't want everyone emailing you their comments... I think taking that restriction off the the

comment box would help your sanity, and with responses. I hope you don't find this too forward.

I think we should have a fall study week.

It should be used by students for de-stressing (sic) and catching up with work, i.e, midterms right after this period should be discouraged.

The faculty should not be required to do any specific activities either. We need some time to write grant proposals, letters of recommendation, etc.

In alignment with this, all fall welcome week activities such as the concert should end BEFORE the start of classes, so that we can start lessons with full vigour from day one.

While I understand the process, the right way is to add days to the schedule as we need the 39 hours for all courses. As well, adding days around Thanksgiving is too early in the semester. At my previous institution we had a two or three day break around Remembrance Day, either Monday/Tuesday or Wednesday/Thursday/Friday, which was a very good time of year to break the term.

Further to the discussion at Senate, if the extra two days are to be deployed near Thanksgiving, please give serious consideration to the effect that spanning the off-days over two weeks will have for the delivery of labs. In Biology, many of the labs run five days a week, and the week of thanksgiving is a write-off. If two days are added to the week prior, then critical lab experiences will be diminished by another full week. This lab experience is part of what differentiates us from other schools, and is requisite to the delivery of new "Health Science" push in our recruiting.

Suggestion One: Fall classes should start on a Monday and not on a Thursday. Why? If a professor is teaching two sections of the same course with one section being taught on MW and the other being taught on TTh, a problem arises after Thanksgiving. After Thanksgiving the TTh class is two classes ahead of the MW class.

Suggestion Two: The MW summer (12 week) classes should be taught on WF. Why? There is a minimum of two M holidays and because of that the Registrar's Office adds an extra week from the beginning to the end of classes, leaving very little time between the end of the Summer session and the beginning of the Fall session. If these classes are scheduled on WF instead, that week could be saved.

To the main purpose of you visiting Faculties. In my courses I could use a 13th week of class time. But, if we keep it at 12 weeks of classes, I would prefer a 'study week' in the Fall Semester. And, to eliminate the need to figure out what to do with Thanksgiving Day, I would have that week as the 'study week'. Some may say that that is too early for the break. I would argue that that week would be very beneficial for first year students. They would have had enough weeks of classes to understand what is expected of them and how to change their study habits if necessary, and, they would not have had too many weeks such that it is too late to change their habits. The only problem with study weeks are that they may affect the scheduling of midterms outside of class time if professors are reluctant to schedule midterms at the beginning of study week.

One final question. If, because of scheduling issues, some courses are scheduled for more than 36 hours, are students only responsible for learning 36 hours of material?

Rick, one last comment. If we move to WF instead of MW, professors and students still get 3-day weekends.

I found the point I put up in the faculty council the other day worthwhile. The university could even think of just giving a break to 1st year students... as that cluster is going through the biggest change and may need time to catch up.

Appendix 5 - APC Survey Results

APC's survey received REB approval on June 17, 2013 with a project end date of October 1, 2013. A request to extend this deadline to November 1, 2013 was sought on July 12, 2013 and granted on July 22, 2013. The rationale for the extension was to ensure that all students (including first-year students) were registered and had their userid prior to sending out the survey to ensure maximum distribution and participation.

Some participants argued that the survey was flawed in that it seemed to have a bias in favour of a Fall reading week. APC did not hold any such bias. Rather than submitting two separate surveys, APC believed it more expedient to ask participants to specify whether a Fall Reading Week ought to be structured as a series of required/recommended activities, or follow the same structure as the Winter and Summer reading weeks, *should one be recommended and approved.*

Survey Results

Total = 3063/18673

1. Indicate whether you are:

Response	Chart	Percentage	Count
first-year undergraduate student		18%	550
second-year undergraduate student		19%	583
third-year undergraduate student		20%	619
fourth-year undergraduate student		16%	482
graduate student (Masters)		7%	225
graduate student (PhD)		2%	63
a faculty member/instructor (includes limited-term faculty, sessionals and ancillary academic staff as learning specialists)		9%	262
a staff member		4%	132
other - please specify:		5%	147
Total Responses			3063

Of the 147 that identified themselves under "Other":

28 = Education students

65 = Law students

32 = fifth year or above or second undergrad degree/second certificate

6 = upgrading/registered in courses (non-degree)

5 = staff and student

1 = librarian



1 = in first and second year courses

1 = third year undergraduate co-op program





1 = exchange student

7 = professional degree/ post-graduate certificate/ graduate work











2. Indicate whether you are:

Response	Chart	Percentage	Count
Full-time		93%	2844
Part-time (for faculty members/instructors this includes: sessional or limited-term appointments and ancillary academic staff as learning specialist appointed on contract)		7%	219
Total Responses			3063

3. Indicate whether:

Response	Chart	Percentage	Count
live in residence		8%	246
live off-campus, in Windsor		68%	2093
live off-campus, in Essex county (excluding Windsor)		20%	623
live off-campus, outside Essex county		3%	101
Total Responses			3063

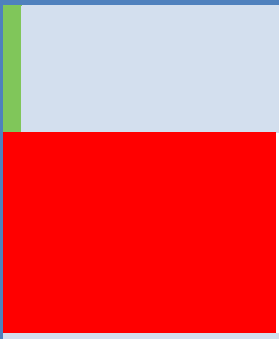
4. Indicate whether you are in the:

Response	Chart	Percentage	Count
Centre for Inter-Faculty Programs		3%	106
Faculty of Arts, Humanities, and Social Sciences		39%	1199
Faculty of Business Administration		9%	280
Faculty of Education		4%	109
Faculty of Engineering		9%	284
Faculty of Human Kinetics		6%	194
Faculty of Law		4%	115
Faculty of Nursing		6%	182
Faculty of Science		15%	450
Administration		1%	16
Facilities Services		0%	5
Finance and Planning		0%	2
Office of the Registrar		0%	4
Student and International Affairs		1%	18
Other - please specify:		3%	99
Total Responses			3063


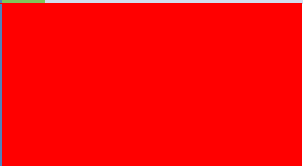
Of the 99 that identified themselves under “Other”:

- 10 = concurrent Education program
- 21 = programs/areas within FAHSS
- 7 = CEPE/CELD
- 6 = areas within Administration
- 6 = areas within Campus Services
- 5 = ITS
- 5 = areas reporting to the Assistant Vice-President, Records and Admissions
- 5 = programs/areas within Science
- 4 = undeclared/student
- 3 = Library
- 2 = Graduate Studies
- 2 = programs/areas within Inter-Faculty Programs
- 2 = programs/areas within OSB
- 2 = Combined Majors
- 2 = areas within Student and International Affairs
- 2 = Schulich School of Medicine
- 1 = CTL
- 1 = FAHSS/Staff
- 1 = prefer not to answer
- 12 = no answer

5. Please select only one (1) of the following:

Response	Chart	Percentage	Count
maintaining the current structure of semesters which consists of twelve (12) consecutive weeks of classes (excluding final examinations)?		11%	330
having semesters with twelve (12) weeks of classes (excluding final examinations) and creating a reading week in the Fall? This reading week would be in addition to the reading weeks scheduled in the Winter and Summer semesters.		85%	2598
having a semesters with thirteen (13) weeks of classes (excluding final examinations)? Thirteen (13) week semesters will not allow for the introduction of a Fall Reading Week since the number of weeks available for course and exam scheduling in the Fall semester is restricted by the timing of Labour Day and the December holidays.		4%	135
Total Responses			3063

6. Please select only one (1) of the following:






Response	Chart	Percentage	Count
Departments should be required to schedule activities to help students succeed academically (such as, discipline-specific academic advising, departmental tutoring services, writing services, wellness workshop). It is understood that students would not be required to attend reading week activities but that the activities would be available to students that wanted to avail themselves of them. Please provide examples of activities that should be offered:		13%	393
The Fall Reading Week should mirror the Winter and Summer reading weeks, where there are some scheduled activities for students, offered at the discretion of the Department.		87%	2670
Total Responses			3063

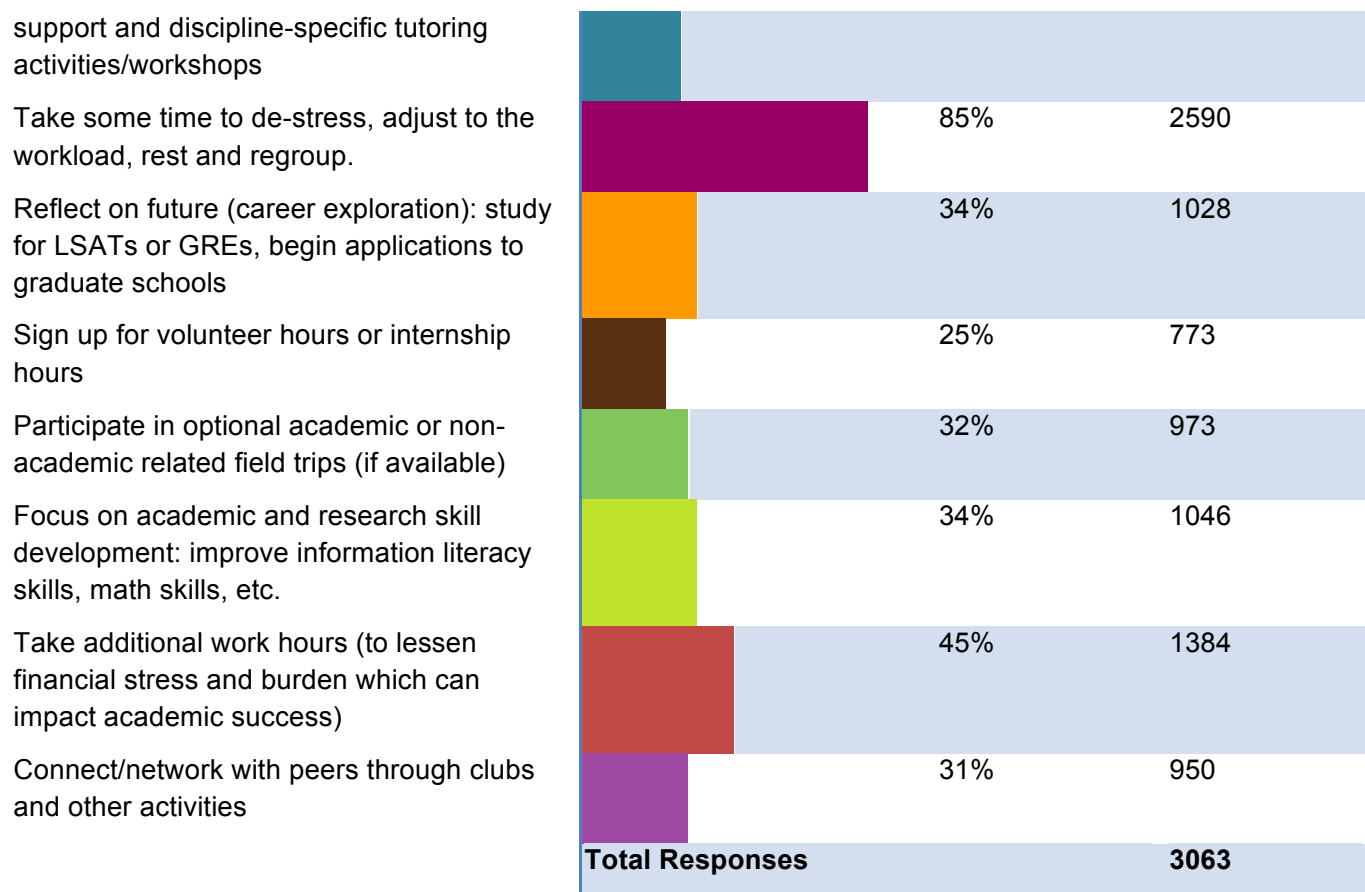
Of those that believe the Reading Week should include structured or planned activities:

- approximately 1/3 stated that there should be discipline-specific tutorials/study groups, extended instructor office hours for one-on-one help and discipline-specific academic advising, practice exams, class review sessions and mid-term preparation
- approximately 1/3 stated that there should be academic success and career workshops including, discipline-specific workshops, writing services, Leddy Library help, campus job fairs, career panels and career planning, time-management workshops
- approximately 1/3 stated that there should be Wellness workshops including: fitness and athletic activities, stress management, first aid training, suicide prevention training, mental health workshop
- A few others noted that extra-curricular or social activities such as bbqs, picnics, field trip should be planned
- A handful (< 10) of respondents did not support a reading week and believed the survey flawed because it required that this question be answered.

[NOTE: APC was of the view that the data under question #5 would indicate the level of interest for introducing a reading week. The information under #6 was simply to provide information on what, if any, structured activities should be offered during the Fall Reading Week, if a Fall reading week is recommended to Senate. APC's intent was to gather **everyone's** feedback regarding how the Fall reading week should be structured (whether one supported or not a Fall reading week), should such a week be approved.]

7. The purpose of a Reading Week is to provide students the opportunity to (select all that apply):

Response	Chart	Percentage	Count
Focus on upcoming assignments		83%	2527
Catch up on course work		90%	2751
Study for mid-terms		86%	2631
Reflect on their learning experience so far and seek/obtain advising if needed		51%	1564
To access more concentrated student		30%	904



8. Additional Comments:

The 487 response(s) provided. A summary of the comments is provided:

- A majority of the respondents are in favour of a break.
- A majority stated that they would use the time either to catch up on their studies, de-stress, visit with family, work, and/or travel.
- Other comments included that the Fall Reading Week should mirror the Winter and Summer breaks, and the structure should resemble other universities.
- A few survey respondents said that a break is not necessary and that they would be satisfied with a couple days off prior to the start of the examination period or to have a 13-week semester with a less intensive workload over the 12 weeks.
- Some survey respondents commented on the placement of the Fall Reading Week. The majority assumed that the break would be attached to the Thanksgiving holiday.

Appendix 6 - UWin Week Evaluation Report (Dr. Clayton Smith, January 2010)

See attached

UWIN WEEK EVALUATION REPORT



1/14/2010

Prepared by the Office of the Vice-Provost,
Students & Registrar

This report reports on how UWin Week was received by students, faculty and staff using an evaluation framework approved by the Academic Advisory Council.

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UWIN WEEK EVALUATION REPORT

PREPARED BY THE OFFICE OF THE VICE-PROVOST, STUDENTS &
REGISTRAR

Introduction:

The University held UWin Week during the week of October 13-16, 2009. During UWin Week, classes and laboratories were not held except for the Faculty of Law, Faculty of Education (Consecutive Education only) and the Centre for Executive Education.

During the Senate meeting on March 11, 2009, Senate members were provided with the following during the Report of the President:

Members were informed that the Fall and Winter semesters will consist of twelve (12) instructional weeks plus a week free of instruction in both terms (with the exception of Law and Education). It was noted that the week in the Fall will be used to provide, through coordinated Faculty/Department programming, advising, mentoring and tutoring to students to help them succeed academically. It was further noted that an evaluation framework for the Fall week will need to be developed, to assess its success in engaging students, retaining students, and helping them succeed academically.

After some discussion regarding the format of this evaluation framework, it was noted that the academic body(ies) that will be charged with developing the evaluation framework will need to be determined and will need to be Faculty-lead.

It was reiterated that, in order to ensure optimum participation, the purpose of the Fall week needs to be clearly communicated to faculty, staff and students. (Senate Minutes for March 11, 2009, p. 7)

The Provost designated the Associate Vice-President, Academic Affairs as the project coordinator for UWin Week. A working group composed of the Associate Vice-

President Academic Affairs, Vice-Provost, Students & Registrar and Executive Director of Student Development & Support developed a methodology for the evaluation of UWin Week. It was presented and approved at a meeting of the Academic Advisory Council on October 7, 2009.

Evaluation Methodology:

The key elements of the UWin Week evaluation methodology included the following:

1. Pre-UWin Week student survey
2. Post-UWin Week student survey
3. Post-UWin Week faculty/staff survey
4. Student headcount data from all organized UWin Week activities
5. Data from informal activities
6. Collection of unsolicited post-UWin Week comments

Approval to conduct the UWin Week assessment was approved by the Research Ethics Board on September 29, 2009 (REB #09-198). See Appendix A for the approved form. Development of the on-line surveys was supported by Information Technology Services.

Results

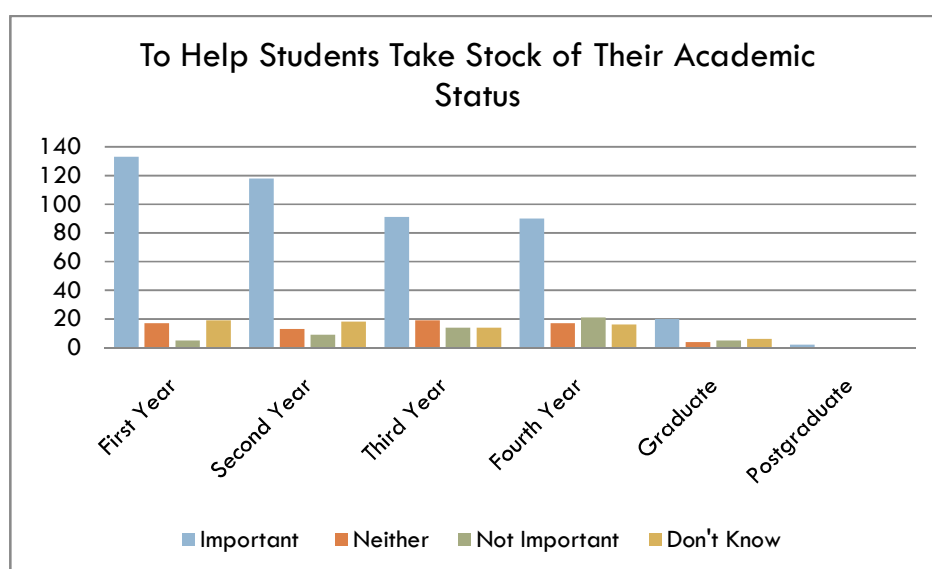
A. Pre-UWin Week Student Survey:

In mid-September, a survey was posted on the UWin Week Web page (<http://www.uwindsor.ca/uwinweek/>), which invited students to provide us with an advance sense as to how they would be approaching UWin Week. The survey is in Appendix B. The survey was promoted by way of an email and a posting in the directed messages area of the MyUwindsor student portal, which was sent to all undergraduate students. 624 students responded to the survey. Results were shared with UWin Week organizers the week prior to the event. Below are the highlights.

Most (77%) indicated they had heard about UWin Week. Sources of information about UWin Week included professor (40%), other students (36%), Web site (28%), email (25%), student portal (17%) and staff (11%). Most (92%) indicated they also heard about UWin Week from other sources.

Students rated the purposes of UWin Week as important in the following areas: to support student learning and success (81%); to support personal health and wellness (69%); to help students “take stock” of their academic status and academic and career aspirations (68%); and to promote student connections in the University community (41%). The latter was primarily supported by first-year students. Graph 1 shows that support for UWin Week’s primary purpose of helping students to take stock of their academic status was shared by students across all years.

Graph 1. Relative importance of “to take stock of their academic status and academic career aspirations” across student levels.

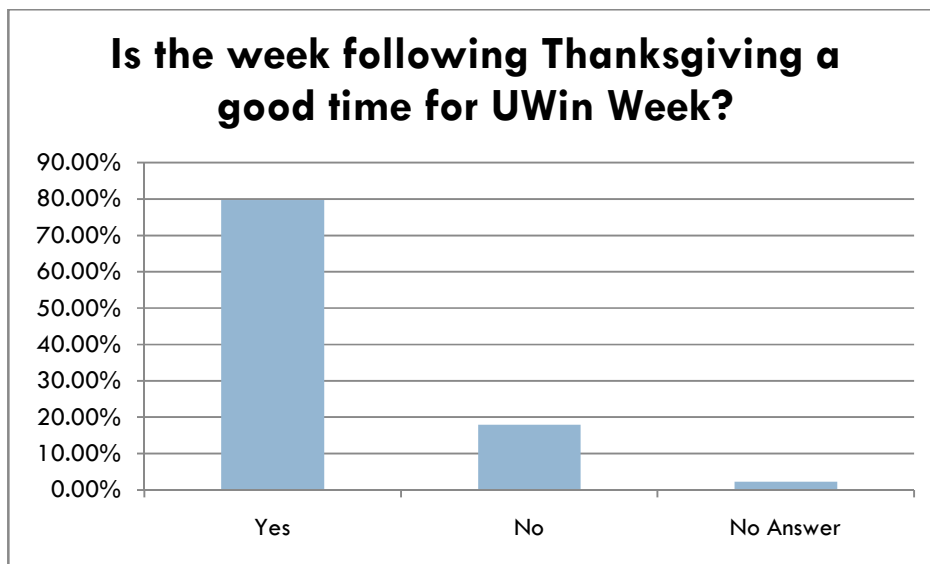


Students indicated plans to participate in Faculty activities (45%), Student and Academic Services activities (23%), Library activities (13%), and other activities (78%). Most of the other activities centred on the completion of homework or academic assignments related to current semester demands or staying home with family and friends. Most (54%) felt that UWin Week would make a difference in their academic success.

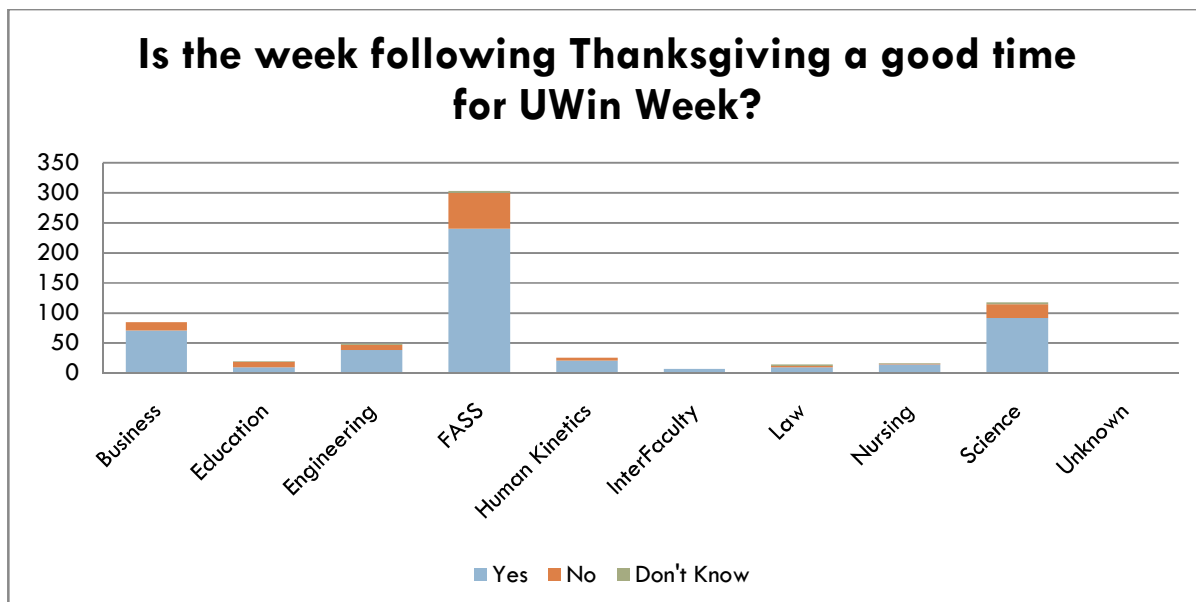
Most (80%) indicated that the week after Thanksgiving was a good time for UWin Week. Other preferences included after mid-terms (10%) or to divide around mid-terms (3%). Some thought we should not have a UWin Week program (3%). There was no significant difference between opinion of the timing of UWin Week and when a student takes classes (e.g., day, evening, on-line). Graph 2 shows that students in all

years support having UWin Week the week after Thanksgiving. Graph 3 shows that opinion is common across Faculties.

Graph 2. Responses to “Is the week following Thanksgiving a good time for UWin Week” across student levels.



Graph 3. Responses to “Is the week following Thanksgiving a good time for UWin Week?” across Faculties.



Students who responded came from the following Faculties: Arts & Social Sciences (40%), Science (18%), Business (13%), Engineering (7%), Human Kinetics (4%), Education (3%), Graduate Studies (3%), InterFaculty (3%), Law (3%) and Nursing (2%). They represent a wide cross-section of students in first-year (26%), second-year (24%), fourth-year (22%), third-year (21%) and graduate studies (5%).

When asked when they took most of their classes, most (88%) said during the day, with the remainder taking most of their courses after 4:00 (10%) or online (1%).

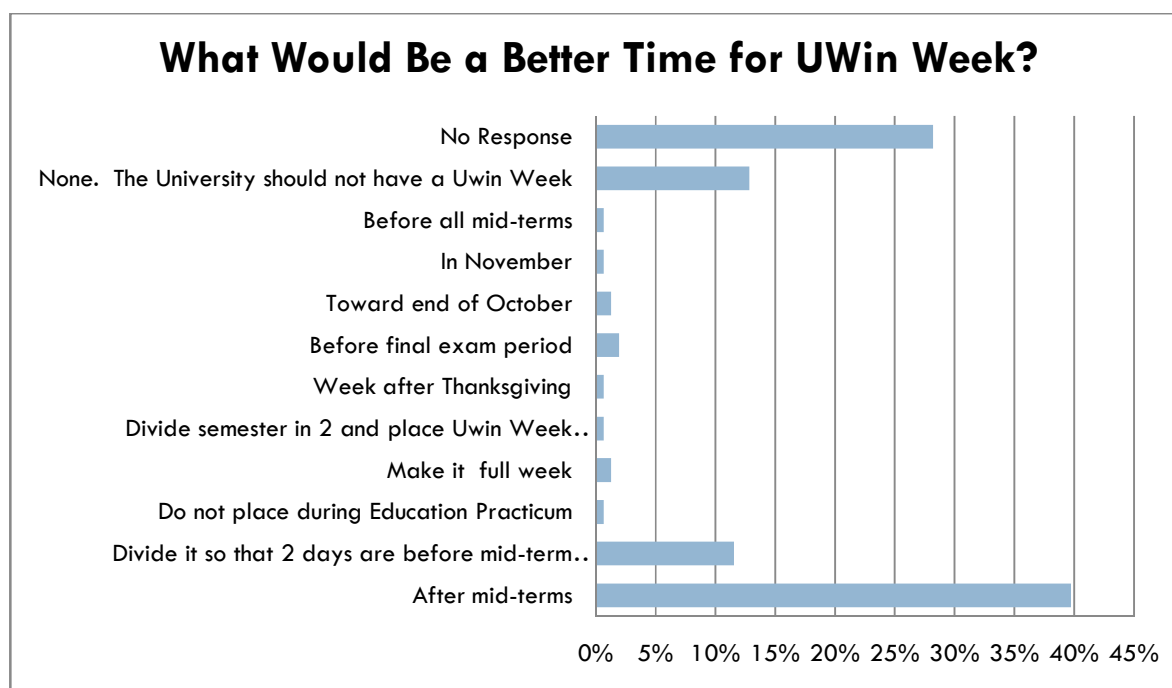
B. Post-UWin Week Student Survey:

A week after UWin Week, a survey was posted on the UWin Week Web page (<http://www.uwindsor.ca/uwinweek/>), which invited students to provide us with an evaluation of UWin Week. The survey is in Appendix C. The survey was promoted by way of an email and a posting in the directed messages area of the MyUwindsor student portal, which was sent to all undergraduate students. 779 students responded to the survey, with 61% reporting that they did not participate in UWin Week.

Students who responded came from the following Faculties: Arts & Social Sciences (46%), Science (17%), Business (10%), Human Kinetics (7%), Engineering (6%), Nursing (5%), Education (3%), InterFaculty (3%), Graduate Studies (2%) and Law (1%). They represent a wide cross-section of students in second-year (25%), third-year (23%), fourth-year (22%), first-year (21%), graduate studies (8%) and post-graduate (1%). Most (90%) reported that they take their classes during the day.

Most (80%) indicated that the week following Thanksgiving was a good time for UWin Week. Responses from the students (156) who thought UWin Week should be at another point in the semester are displayed in Graph 4. The top two alternatives are after mid-terms (62 or 40%) and divide it so that two days are before mid-term exams and two days are after mid-terms (18 or 12%). In addition, some provided no response (44 or 28%) or indicated that we should not have a UWin Week program (20 or 13%).

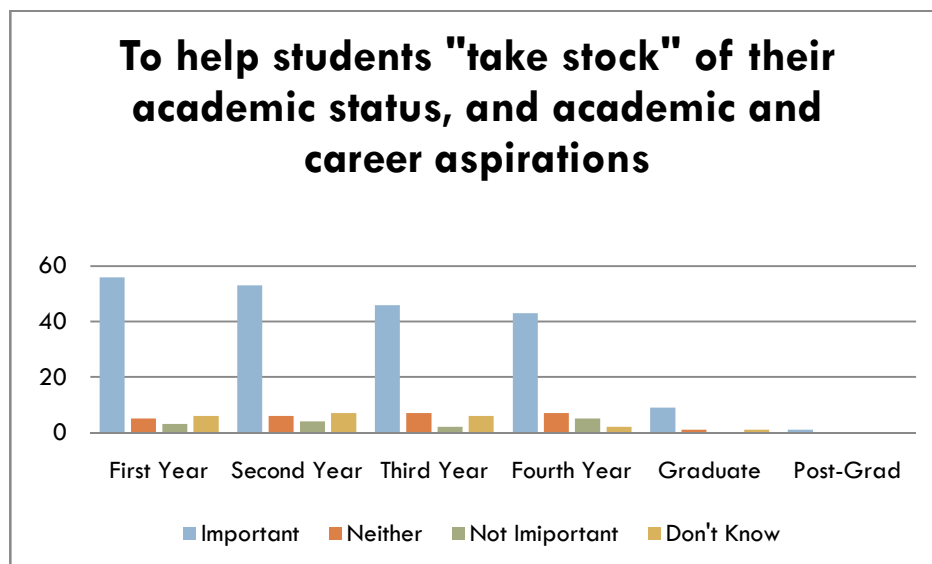
Graph 4. What would be a better time for UWin Week?



Relatively few students participated in organized UWin Week activities, with 21% attending Faculty-based activities, 6% attending Student & Academic Services activities and 4% attending Library activities. Those who indicated that they participated in “other” activities took advantage of the time to go home and visit family/ friends or to get caught up or ahead on homework assignments.

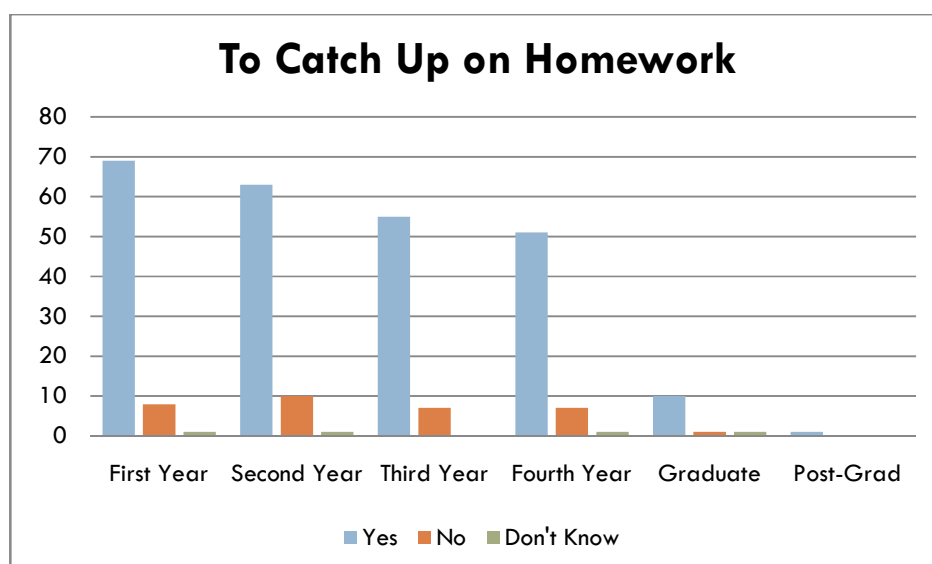
Students who participated rated the purposes of UWin Week as important in the following areas: to support student learning and success (92%); to help students “take stock” of their academic status and academic and career aspirations (81%); to support personal health and wellness (80%); and to promote student connections in the University community (64%). The latter was primarily supported by first-year students (75%). Graph 5 shows that support for UWin Week’s primary purpose of helping students to take stock of their academic status was shared by students across all years.

Graph 5. To help students "take stock" of their academic status, and academic and career aspirations.



When asked, most (87%) UWin Week participants indicated that they used UWin Week "To catch up on homework". Graph 6 shows that students at all levels used UWin Week to catch up on homework assignments.

Graph 6. To catch up on homework.



When asked if UWin Week made a difference in their academic student success, 70% said that they thought it would make a difference.

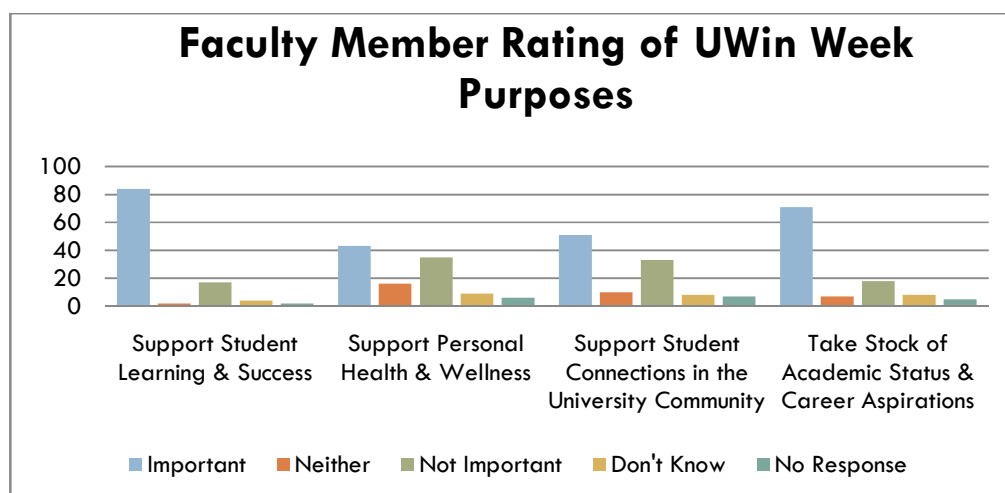
C. Post-UWin Week Faculty/Staff Survey:

Two weeks after UWin Week, a Web survey was sent to all faculty and staff to provide us with an evaluation of UWin Week. The survey is in Appendix D. The survey was promoted by way of a bulk email. 180 responses were received. Respondents broke down into the following areas: Faculty (73%), Student Services (12%), Administration (10%), Library (3%) and other (2%).

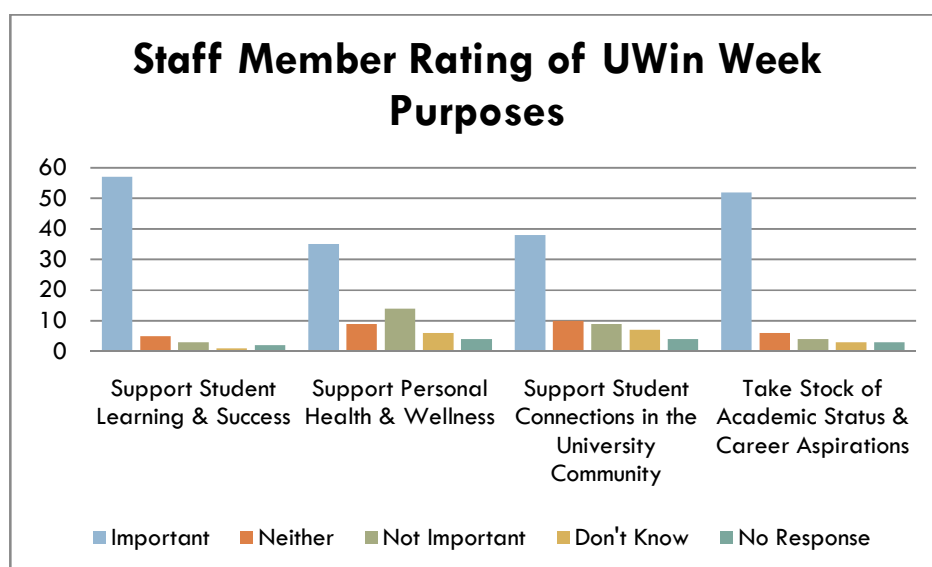
Most (96%) had heard previously about UWin Week from the following sources: department head (54%), other faculty/staff (46%), e-mail (34%), Daily News (32%), Web site (31%) and students (1%). Respondents reported being aware of the following UWin Week activities: Faculty-based activities (72%), Student & Academic Services sponsored activities (46%), Centre for Teaching & Learning activities (44%) and Library-based activities (32%).

Respondents indicated that the following purposes were important to them: to help students “take stock” of their academic status and academic and career aspirations (69%); to support student learning and success (50%); to promote student connections in the University community (50%); and to support personal health and wellness (43%). Both faculty and staff rated the purposes of UWin Week similarly. Graphs 7 and 8 display faculty member and staff opinions on the purposes of UWin Week.

Graph 7. Faculty member rating of UWin Week purposes.

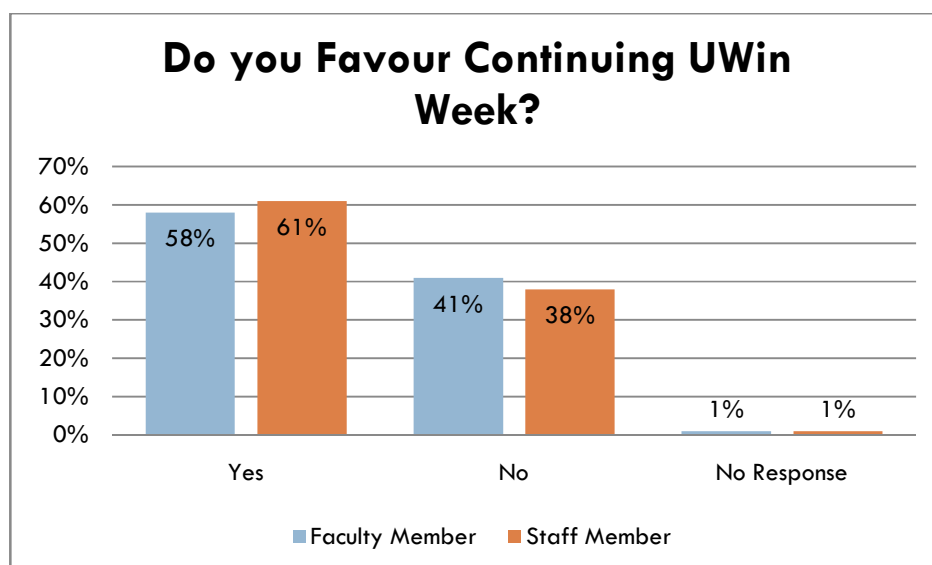


Graph 8. Staff member rating of UWin Week purposes.



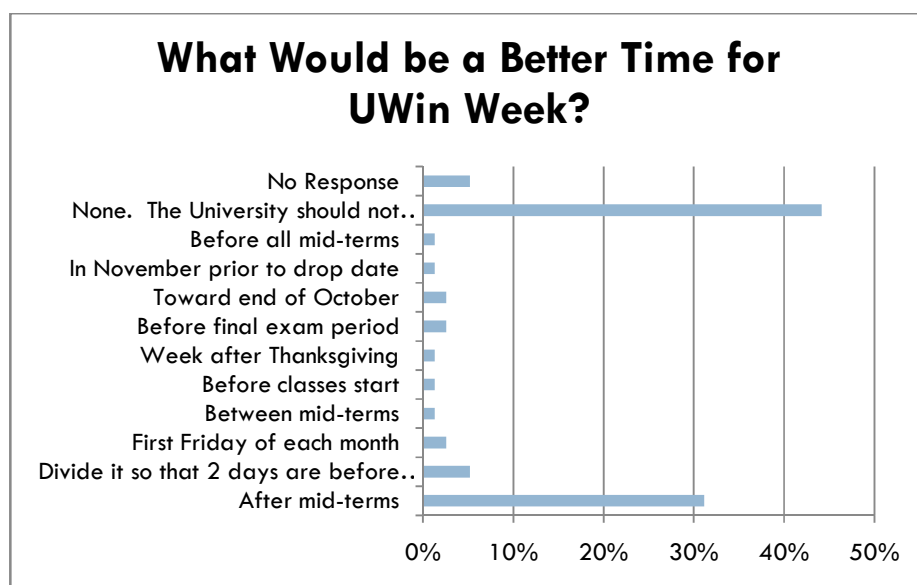
When asked if they favour continuing UWin Week, 59% said yes. Chart 8 displays how faculty and staff members responded to this question. Most (58% faculty and 61% staff) support continuation of UWin Week.

Graph 8. Faculty and staff opinions regarding continuing UWin Week.



When asked if the week following Thanksgiving is a good time for UWin Week, 55% said yes. This breaks down to support for Thanksgiving week among faculty members at 54% and among staff members at 59%. When asked to suggest a better time for UWin Week, 31% supported after mid-term exams. Graph 9 shows the breakout by major response categories.

Graph 9. Faculty and staff responses to the question “What Would be a Better Time for UWin Week?”.



At the conclusion of the survey, we asked an open-ended question to solicit general feedback on UWin Week. The question was: "Feel free to share anything else regarding UWin Week." Below are some of the most common responses, followed by some examples.

Get caught up, reflect on performance and take stock academically:

- A chance for students to get caught up.
- Adds a scheduled time for help with mid-terms and extra personal teacher contact.
- Good time for students to get a head-start on papers and projects.
- Some students took advantage of this period for studies and to pose questions to faculty members.
- Good chance to do some reflecting after just coming to the university.
- Good opportunity for first-year students to interact with their faculty members.
- I was able to observe students and instructors using the time to regroup, catch up and review.
- The students have time to put the lectures in order and study for the midterms.
- Many of my students benefitted from this week. It gave them an opportunity to catch up and even get ahead on their coursework. Several students contacted me during the week to ask questions about impending assignments and exams.
- My daughter is in first-year and it gave her a chance to catch up. Also, it provided a quiet time for IT work which could not have been scheduled until the winter break.
- It has been an invaluable resource for my students as they get a week to focus on school and to take some information sessions that otherwise would not fit in their schedule.

Make it a reading week only, with no scheduled activities:

- Reading week only. No scheduled activities
- Not in its present form. Let it be optional for students to come and get help.
- I am in favour of a fall break but UWin Week seemed like a fall break pretending (rather unsuccessfully) to be something else.
- I favor having a fall break where students can take a period of time without classes to catch up on reading, assignments and take care of themselves given the intensity of the semester. I would like to see a break—but not one with mandatory activities on campus.

- A week without classes is simply a reading week.
- If we're going to continue it, that is okay; just do not expect students to attend special programming: it is evident that they do not/will not attend; secondly, staff do not have time to prepare programming for nothing.
- As a break week, I think that the students really like it. As a week to do "extra" activities, I think that the majority of students won't take advantage of the opportunity.
- It is widely looked upon as the equivalent of spring break.
- It is good to have a break in the fall as well as the spring.
- Giving students a chance to catch up in October is a good idea—it should be an informal week—no structured programs. Faculty should be available during office hours.

It was treated as a holiday week by most students:

- Was not taken seriously. Students mostly went on vacation or stayed at home. They wanted a break week.
- Treated as a holiday week by most students.
- For those not academically-oriented, it was a chance for a vacation.
- It was a waste of time. The students took the week as a holiday.
- A break near the end of the term is very useful to provide a chance to catch up. However, at the beginning it seems too much like a holiday to the students.
- They thought of it as a week off to go home to visit.
- UWin Week is not used to aid students or to help them catch up but rather simply a break week in the semester. It has no pedagogical value.

There was little participation in UWin Week activities:

- Little participation in UWin Week activities.
- Activity not needed. Can access academic advisors anytime.
- Offer fewer organized activities.
- Some changes needed to increase attendance.
- Unless sessions are made mandatory, students will treat this as another study break and not attend.
- Benefits of the week are outweighed by low participation rate and loss of class time.
- Students made use of the week regardless of whether or not they participated in on-campus events.

- Not one student showed up to any of the activities I planned.
- Virtually no students remained on campus or expressed any interest in UWin activities. In contrast a full week of instructional activities and labs has been lost from an already full academic semester.
- The students that did take advantage of the activities were for the most part the students that didn't need to be there.
- It is beneficial to include a week of review or workshop activity to enhance the learning experience of the semester.

UWin Week breaks the rhythm of the semester:

- Breaks the rhythm of the semester.
- We have such a short term; this vacation interferes with the rhythm of the academic work. You lose a few days before and a few days after, so it basically becomes a two-week break from the academic focus.
- It interrupts the normal course of the academic semester.
- In all of my courses there was a strong interruption of the pace and delivery of course content, and to the flow of learning.
- The progress of study and learning in the classes I am currently teaching was seriously disrupted. On the first day back in the classroom in one of my courses, 90% of the students had not completed the basic preparation necessary for the class; in every other week of the term, a majority of the students has completed the basis preparation. This disruption is especially damaging in courses that explicitly build knowledge and skills from one class to the next, such as mathematics and language courses.
- I believe this week is unnecessary as the students are just getting into the learning groove and it stops again. I am concerned that there will be even greater attrition if students go home for Thanksgiving, stay home for the rest of the week because there are no classes and then decide that they just don't want to come back.

It was too early; change to later in the semester:

- Poor timing.
- Too early.
- Change to later in the semester (e.g., November).
- It is far too early in the term to actively intervene with those students who need help.

- By November, students need a break to catch up with courses, get ahead of the reading, and prepare for mid-terms and finals.
- Putting it after Thanksgiving made it natural for them to continue their long weekend and not come back.
- It could be valuable, but not at Thanksgiving week; that's too early in the semester.
- The timing of UWin Week was too early for effective counseling and grade feedback. In returning to class, I felt like I was starting over.
- It's disruptive, coming at the 4-week point in the term.
- It was necessary to re-engage with the students a second time, after the awkwardly-scheduled break.
- A break after midterms would give students a rest between the stresses of the midterm and the final paper and give them some free time to work on their final papers, which are often due in the last two weeks of November.
- It could function as an advising week prior to drop date and winter registration.

Break was good for students:

- Break was good for students.
- Upper year students really benefitted.
- Students performed better the week after UWin Week.
- Good fit for 1st and 2nd year students.
- Tremendous benefit to those who stayed and participated.
- Attracted students from different years by design (Odette).
- Good for non-traditional students who need a study/reading week to seek out the support they need to succeed academically.
- Gives students a short break to catch up on academic work, physically and psychologically good for students (especially first-year).
- I think upper year students benefitted tremendously by being able to get caught up and/or work ahead on their outstanding projects.
- It promotes student engagement and a sense of community.
- I see it as a good opportunity to fill in the white spaces in the learning process. Things like the case competition can help the students prepare better for the coming years.
- All the feedback I had from students on UWin Week was that they used it for its exact purpose—studying, reading, doing assignments and meeting with their professors. They all felt it to be a very valuable week and I'm noticing that the

students don't seem as "burnt out" as they normally do by this point in the semester.

- I only teach upper year courses (3rd and 4th year). These students benefitted tremendously from UWin Week. They were able to complete various assignments and to catch up with anything they were behind. Whereas before I thought this UWin Week was too early in the term, I now believe it is just right. Students who are a little bit behind can catch up and complete the rest of the term with less stress.
- I think this week is invaluable for all facets of the university. Research programs flourish with a week in the middle of a semester to submit manuscripts, submit grant applications and have some extended continuous research time. Teaching programs flourish with a week in the middle of a semester so that the students can write term papers and conduct independent studies.

A time for students to focus on their mental health well-being:

- A time for students to focus on their health and mental well-being.
- Much needed mental health break for upper-year students.
- Good to slow pace down.
- Important to give students time/opportunity for self-care, studying, connecting on-campus.
- It is worthy for mental health for students and staff; a breathing space that helps people to re-organize.
- A critical event for student health and academic success.
- I am a mother of children that have attended and are currently at the University and I am also in a position at the University where I am in constant contact with the undergraduate and graduate students every day. I am in touch with the students at a personal level and I have seen the stress of the first 6 weeks of the semester, with midterms and assignments all piling up at once, bring very strong students to tears and close to breakdowns. The UWin Week brought positive response from a lot of students and seemed to have eased that "halfway through pressure" by allowing the time to "catch-up".
- For first-year students who might have been feeling homesick and overwhelmed, they had a chance to reconnect with family and take advantage of programs later in the week.
- Reflection is important and students have to have a slow down period to allow this to happen.

D. Student Headcount Data from Organized UWin Week Activities:

UWin Week attendance at the 161 sessions stood at 2,323 at the week's end. Table 1 shows the breakdown by day and sponsoring area. A complete listing of student headcount data by activity and Faculty is in Appendix E.

Table 1. UWin Week student headcount data by area and day.* Source: Areas.

Sponsoring Area	Tuesday	Wednesday	Thursday	Friday	Total
Business	23	447	0	0	470
CTL	11	13	15	0	39
Education	0	2	30	0	32
Engineering	34	89	0	0	123
FASS	172	126	107	80	485
HK	49	71	69	0	189
InterFaculty	20	23	0	0	43
Library	0	23	4	7	34
Nursing	205	108	76	35	424
Science	131	99	61	41	332
Student & Academic Services	18	1	106	27	152
Total	663	1,002	468	190	2,323

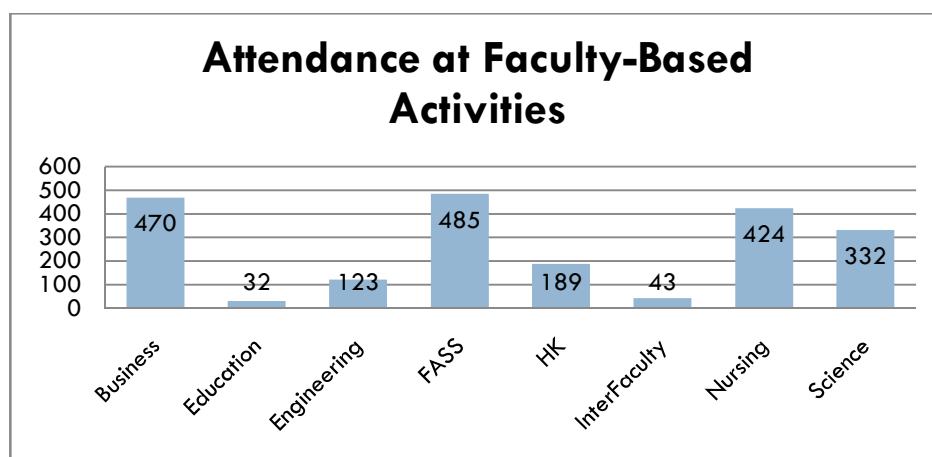
* Where attendance was reported for multiple days, it was placed in the first date.

Most (82%) of those who attended organized UWin Week activities chose Faculty-based activities. A relatively small number attended Student & Academic Services (12%), Library (3%) and CTL (3%). Students chose Faculty-based activities where they could obtain current course-related support and new skill development related to their academic major. For the most part, students did not attend faculty office hours

or academic counseling sessions. Relatively few students attended sessions oriented to upper-year students.

Faculties with larger attendance numbers included FASS, Business, Nursing and Science. Graph 10 shows attendance by Faculty.

Graph 10. UWin Week attendance at Faculty-based activities by Faculty.



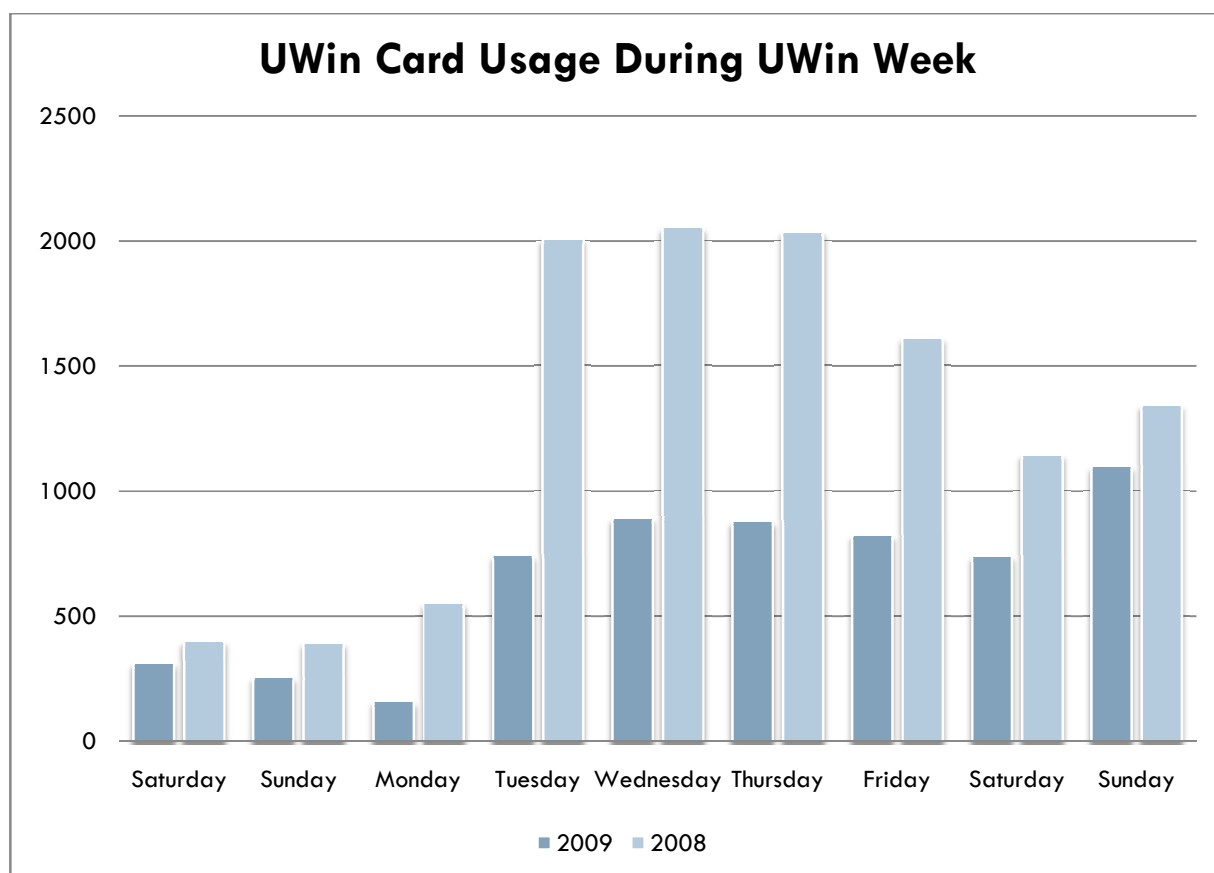
E. Data from Informal Activities:

During UWin Week, students engaged in a wide array of informal activities both on and off-campus. These included use of the Leddy Library, the CLEW system, the wireless network, the University Computer Lab and Web Mail. Usage statistics are provided below. In addition, reflections from Residence and the Registrar's Office are also provided, along with a Google Analytics assessment of the UWin Week Web page.

Food Services:

Food Services reported that their sales during UWin Week were approximately \$110,000 to \$115,000 lower than during a regular week. This is due partly to the closure of a number of Food Services locations. Sales indicate that a large number of resident students were away from campus for an extended Thanksgiving break. Dave McEwan, Department Head for Food Services, said that "The campus was busiest on Wednesday and Thursday, slow on Tuesday and even slower on Friday." Use of UWin Cards during UWin Week parallels this trend. Graph 11 shows UWin Card use during UWin Week.

Graph 11. UWin Card usage during UWin Week. Source: UWin Card Office.



Leddy Library:

Student use of the Leddy Library can be measured by looking at book circulation and Library gate counts. Book circulation totals for the week prior to UWin Week was 3,498; for UWin Week it was 3,417. This makes book circulation activity during UWin Week 98% of the prior week level.

Library gate counts were 34,307 for the week prior to UWin Week and 16,738 for UWin Week or 49%. Looking at gate counts on a daily basis, we were off by 69% on Tuesday, 61% on Wednesday, 55% on Thursday, and 0.3% on Friday. Weekend gate counts were up considerably by 224% on Saturday and 350% on Sunday, which suggests that the students who were away from campus during the week made good use of the Library on the weekend.

Table 2 displays both book circulation and gate counts for Leddy Library during UWin Week in comparison to the prior week.

Table 2. Use of the Leddy Library during UWin Week. Source: Leddy Library.

	Book Circulation			Library Gate		
	Oct 5-9	Oct 12-16	% difference	Oct 5-9	Oct 12-16	% difference
Monday	627	Closed	n/a	7905	Closed	n/a
Tuesday	706	692	-2%	8,477	2,637	-69%
Wednesday	650	624	-4%	7,424	2,884	-61%
Thursday	532	630	-0.03%	6,435	2,925	-55%
Friday	372	572	53%	2,609	2,601	-0.3%
Saturday	204	394	93%	687	2,226	224%
Sunday	307	505	64%	770	3,465	350%
TOTAL	3,498	3,417	-2%	34,307	16,738	-51%

CLEW Usage:

The Centre for Teaching and Learning (CTL) reported that student use of CLEW was lower (by about one-third in the early morning and approximately one-half by mid-day) during UWin Week than during a normal in-class week. Normally, there are 500 users on-line by 9:00 a.m. and the number increases to 2,000 by 1:00 p.m. with that number remaining constant until approximately 9:00 p.m. Usage does not normally change during Monday through Friday, with Fridays a little higher. Weekend numbers are normally about 50-70% of in-week usage. Table 3 shows comparative student usage of CLEW during UWin Week and the following Monday.

Table 3. Comparative student usage of CLEW, Thursday/Friday (October 15-16) of UWin Week compared with the following Monday (October 19). Source: CTL.

UWin Week		Post UWin Week
Thursday (Oct 15)	Friday (Oct 16)	Monday (Oct 19)
357 @ 1030	323 @ 1023	638 @ 902
539 @ 1132	427 @ 1100	802 @ 932
701 @ 1250	518 @ 1140	
910 @ 1410	638 @ 1230	

UWin Week	Post UWin Week
935 @ 1530	872 @ 1544

Wireless Network Usage:

Information Technology Services (ITS) reported that we had about 40% of our usual number of people connecting during UWin Week. Looking at unique daily users between the Tuesday and Friday of the week prior to UWin Week, the average number of daily users was 5,369. During UWin Week it was 2,215. Table 4 provides a daily comparative breakdown of wireless usage during this period.

Table 4. Daily wireless usage for the week prior to UWin Week (October 6-9) and UWin Week (October 13-16). Source: ITS.

Day	Week Prior	UWin Week	% Difference
Tuesday	6,694	1,999	29.86%
Wednesday	6,202	2,437	39.29%
Thursday	5,896	2,454	41.62%
Friday	2,684	1,969	73.36%
Average	5,369	2,215	41.25%

If we look at the Residence Aggregation switch which is made up of all the residence buildings, Vanier Hall and the Canterbury Administration building, the vast majority of the ports are for wireless access points with a small number for administration. Comparing the maximum in and out and the average in and out the usage ranges for a typical UWin Week day was between 33% to 51% of a normal week day. Table 5 provides a comparative breakdown of average residence daily wireless usage during this period.

Table 5. Average Residence daily wireless usage in mb/s, typical Win Week day (October 14) vs. normal week day (October 20). Source: ITS.

Day	Maximum In	Maximum Out	Average In	Average Out
Typical UWin Week Day (Wednesday,	52.0	10.3	23.2	6.3

Day	Maximum In	Maximum Out	Average In	Average Out
Oct 14)				
Normal Week Day (Tuesday, Oct 20)	105.2	17.4	43.8	9.5
Actual Difference	53.2	7.1	20.6	3.2
Percent Difference	50.57%	40.80%	47.03%	33.42%

University Computer Centre Lab Usage:

ITS reported that the University Computer Center (UCC) lab usage was down 69.54% when compared to the prior week. Daily rates suggest a UCC usage of between 24% and 39% during UWin Week. Table 6 breaks usage down on a daily basis.

Table 6. Comparative student usage of the UCC, week prior to UWin Week (October 6-9) with UWin Week (October 13-16). Source: ITS.

Day	Week Prior	UWin Week	% Difference
Tuesday	385	116	30.12%
Wednesday	434	105	24.19%
Thursday	483	157	32.50%
Friday	231	89	38.52%
Average	383.4	116.8	30.46%

Web Mail (Email) Usage:

ITS reported that student use of the University's Web Mail system was down on a weekly basis by 10%, with unique logins off by 6%. Table 7 provides a daily comparison of Web Mail use during the week prior and UWin Week. This suggests that students made good use of the Webmail system during UWin Week.

Table 7. Comparative student usage of student Webmail, week prior to UWin Week (October 6-9) with UWin Week (October 13-16). Source: ITS.

Day	Week Prior	UWin Week	% Difference
Tuesday	11,955	10,242	85.67%
Wednesday	11,647	10,276	88.22%
Thursday	11,440	10,063	87.96%
Friday	9,450	9,424	99.72%
Average	11,123	10,001	89.91%

UWin Week Web Page:

The UWin Week Web page was developed and supported by the Office of the Vice-Provost, Students & Registrar. It was activated in early summer and enhanced throughout the July – October period. A wide array of areas submitted materials for the Web page, including the Faculties, the Leddy Library, Student & Academic Services, Student Ancillary Services and the Centre for Teaching & Learning. All promotional communications were directed to this page, which is available on-line at <http://www.uwindsor.ca/uwinweek/>. Some UWin Week information was also posted on the departmental and Faculty Web pages.

Using Google Analytics, we determined that in the September 1 to November 20 period the Web page received 5,360 visits and experienced 13,075 page views or 2.45 pages per visit. Individuals accessed the page mostly from Canada, but also from several other countries, including the United States, China, India, Egypt, Nigeria, Pakistan, UAE and Barbados. Table 8 contains the Google Analytics reported visits to the UWin Week Web page.

Table 8. Visits to the UWin Week Web page. Source: Google Analytics.

Week of:	Visits	Visit Percent
August 30	401	7.51%
September 6	534	10%
September 13	318	5.47%
September 20	271	5.08%
September 27	640	12%
October 4	1,832	34.33%
October 11	1,162	21.79%
October 18	202	3.82%
Total	5,360	100.00%

Residence:

It is hard to know how many Resident students were on campus during UWin Week. One indication comes from Erica McKenzie, Residence Life Coordinator for Laurier and Cartier Halls, who writes:

I spoke to the team last night about what their students did during Advising [UWin] Week. For both buildings the consensus was that the majority of the students left on the Friday prior to Thanksgiving and started returning the following Wednesday/Thursday. The remainder came back this past Sunday evening. Of those students who stayed during Advising [UWin] Week, the majority were international.

From what they observed, many did not attend Advising [UWin] Week events, with the exception of Business and Human Kinetics students. Those students received half credit for attending sessions on Thursday and Friday so many came back for them. The majority of the students, as it would seem, just came back to party and hang out with friends as there was [a] definite rise in the noise level and drinking in the buildings this past weekend.

Sandra Howe, Residence Life Coordinator in MacDonald Hall, collected feedback from students at a post-UWin Week residence hall meeting in MacDonald Hall. Comments included:

- Everyone enjoyed the time off whether they were here or not, although the upper years made better academic use of it more than the first-year students did.
- We were about 40% full in the building with the 2nd, 3rd, 4th, 5th and 6th floors being about 80% here, plus international students.
- Many students who had stayed at home came back on Friday to catch up/party for the weekend before classes went back in session (we were about 60% full before Sunday).
- The feedback from which students were going to the Faculty sessions is that Business, by far, did the best job getting first-year students to their sessions. Participation in these sessions was worth a percentage of their final mark.
- HK had some good stuff going on as well.
- Students here went to these sessions, but we didn't see much studying at all in the building throughout the week.

- Those who stayed home for the week did not spend it studying from what the RAs have heard. They went home to hang out with family and party before coming back here to party for the weekend before classes started up again (we had a really busy Saturday night on duty in Mac).
- The RA's feedback was that it was a really good week of rest and a "mental health" catch-up but for upper students, this would almost be better after midterms are over in November so that they can get some rest before the second half of the semester, work on upcoming papers, etc.
- At Electa all the education, law and other graduate students were in full classes/placement, so we didn't see too much of a change in the building since those groups are the majority of the students. Those who are in undergrad programs went home and came back on Sunday from what we saw. Not much studying was accomplished (although they are buckling down this week; the games room and chapel have been full of people studying).
- A few students tried to go visit with profs and found that they weren't on campus or hosting their normal office hours.

Client Service Statistics – Office of the Registrar:

The Office of the Registrar reported that the average daily number of phone calls received during the last three days of UWin Week was:

- Average daily calls received during the last three days of UWin Week – 105.
- Average daily calls received during the last three days of the week following UWin Week – 84.
- Average number of calls received during the week following UWin Week – 156.

Looking at walk-in visits to the Registrar's reception counter:

- Average daily number of walk-in visits during the last three days of UWin Week – 65.
- Average daily number of walk-in visits during the last three days of the week following UWin Week – 121.
- Average daily number of walk-in visits during the week following UWin Week – 115.

In both cases, there appears to be some students who did not access Registrar's services during UWin Week, but instead decided to seek services the following week. We anticipate that this is because these students were away from campus during UWin Week.

F. Unsolicited Post-UWin Week Comments:

A number of students, staff and faculty members provided comments about UWin Week to the Office of the Vice-Provost, Students & Registrar subsequent to UWin Week. Below are some of the themes from the comments, with some examples of each.

Student Comments

Benefit to students:

- I found the information in all three of the lectures very useful and I do feel that my other classmates missed out. It was definitely worth my time to show up, and I am glad I did.
- I've been to college for three years and I learned some great study tactics and note taking techniques I had never heard of, and I feel like they're already benefiting me, so for people fresh out of high school I think it would have been extremely informative.
- Both of my professors were available when I needed them.
- Spent much of UWin Week studying, doing homework, and working on papers.
- Liked having some activities geared to upper-year students (e.g., resume building).
- Used time to meet with faculty members. "Had a lot of questions I needed answered."
- "Even getting caught up is a stress-breaker".
- Made first-year students feel "more comfortable with the system".

A good mental health break:

- This week has been refreshing. UWin Week was a long stretch of nothing much worth noting. That nothing was nice in a way because it served as a respite from the everyday stress of class.

Improvements:

- Might be helpful to "create a buddy system for entering 3rd year students from the colleges."
- Do more promotion in the classroom for UWin Week.
- Consider some form of participation credit.

- Health Assessment Review, while good during UWin Week, would have been more useful if it had occurred earlier in the semester.
- More likely to attend if activities are Faculty-oriented.
- Should have a give-away or “goody bag”.
- Don’t make it mandatory.

Disappointments:

- I came to the U today to see my professors. I thought that for UWin Week the professors would be available for consultation. I was greatly disturbed that this is not the reality. My schedule does not allow me to meet with my professors during their regular office hours. I postponed making any special appointments earlier, as my understanding of UWin Week ought to have provided all the time I needed. Now I am at a loss...along with others.

Timing:

- I like having UWin Week all at the same time. If it were split into pieces, we would end up with two two-day events, which would complicate the scheduling of labs for my classes.
- It was very “helpful” and good for “catching-up”. Preferred it early in the semester.

Faculty/Staff Comments

Benefits:

- I asked for input from students and heard mainly from graduate students who found the week helpful for catching up with reading and other responsibilities as students [Odette].
- 27 faculty members were involved in UWin Week activities here, making it a real Faculty effort.
- UWin Week creates the prospects for the development of a new culture for engagement, with a focus on enhancing academic success and excellence.
- At Odette, we decided to try to achieve the highest possible participation and that is what we achieved.
- Couldn’t do it without the upper-year volunteers.

Breaking of semester rhythm:

- As a graduate assistant teacher of...it was an unwelcome interruption to the rhythm of the class.

Timing:

- If our purpose is engagement, then the earlier in the semester the better.
- We discussed UWin Week at our departmental council [English] meeting the week following. The general consensus was that the week was badly timed, too early in the semester. It interrupted the normal flow and dynamic of classes both large and small, and did not provide the break when most needed. We suggest:
 - Keep the study week but have it later in the semester, mirroring the winter term. It could come after the first midterm, closer to the VW date and winter registration dates, and closer to the November crunch when students and faculty really need that time to catch up. More students would come for advising if it was near those dates.
 - Eliminate the study week and use the extra time for study time at the end of the semester, prior to exam period.

Reading/Study Week:

- The student population used UWin Week as a break week rather than as something for which they would be expected to be on campus. If there is to be a fall break of any sort going forward, a study week would in my opinion be more appropriate than the semi-structured approach of UWin Week.

Discussion:

What Should the Focus of UWin Week Be?

Student views toward the UWin Week purposes improved between the pre- and post-UWin Week time period. All purposes other than “promoting student connections”, which was primarily supported by first-year students, received an 80% or higher rating by the students who responded to the post-UWin Week survey. Faculty and staff who responded to the post-UWin Week survey ranked the UWin Week purposes at lower levels, with the highest support (69%) given to “helping students ‘take stock’ of their academic status, and academic and career aspirations”. Table 9 shows the relative support for UWin Week purposes.

Table 9. Support for UWin Week Purposes.

Purposes	Students		Faculty/Staff
	Pre-UWin Week	Post UWin Week	Post-UWin week
Supporting student learning and success	81%	92%	50%
Supporting personal health and wellness	69%	80%	43%
Promoting student connections in the University community	41%	64%	50%
Helping students “take stock” of their academic status, and academic and career aspirations	68%	81%	69%

What Type of Structure or Program Should UWin Week Provide to Students?

UWin Week attendance (duplicated) at the 161 sessions stood at 2,323 at the week’s end. This was supported by the student post-UWin Week survey, which reported low participation (Faculty-based activities, 21%; Student & Academic Services activities, 6%; Library activities, 4%) in these activities. Faculties with the highest attendance at their events include FASS, Business, Nursing and Science. Event organizers reported that few upper-year students participated in UWin Week organized activities. However, this may not be problematic since most of these sessions were designed with first-year students in mind and participation numbers closely match first-year student enrolment in the fall semester. This suggests that organized programming during UWin Week should focus on the needs of first-year students, while leaving the UWin Week for upper-year students relatively unstructured.

One of the primary goals for UWin Week was to provide students with a reading week experience to get caught up on homework. When asked, most (87%) UWin Week participants indicated on the post-UWin Week survey that they used UWin Week “to catch up on homework”.

Looking at a number of on-campus areas (Food Services, Leddy Library, CLEW, Wireless Network), it was reported that usage was down between one-third and one-half during UWin Week. Some reported little change (book circulation at the Leddy Library, Web Mail usage).

Students who went home for the UWin Week period appear to have had higher usage levels upon their return of the Leddy Library and CLEW. Moreover, in the week following UWin Week, services areas, such as the Office of the Registrar and the Advising Centre, reported higher demand for their services. Post-survey discussions with students indicate that while many students took the week off to visit family and friends, a considerable number used the time to visit family and friends, and to get caught up on homework.

How Successful Was UWin Week Promotion?

Among students, the most successful promotional techniques included information provided by professors and other students, followed by the Web site, email, the student portal and staff. Faculty and staff reported that successful promotion practices included information provided by department heads and other faculty/staff, followed by email, the Daily News and the Web site. Nearly all (96%) of faculty/staff reported being aware of UWin Week. The student pre-UWin Week (78%) survey also reported high levels of UWin Week awareness.

Using Google Analytics, we determined that in the September 1 to November 20 period the UWin Week Web page received 5,360 visits and experienced 13,075 page view or 2.45 pages per visit. The greatest number of visits occurred in the week prior and the week of UWin Week. The UWin Week Web page was connected to the University's home page for the two weeks prior and the week of UWin Week. Also, all promotional emails and student portal messages were directed to the UWin Week Web page. It appears that approximately one-third of the students accessed the UWin Week Web page, making it moderately successful as a promotional tool.

What Is UWin Week's Likely Retention Impact?

The primary reason the University created UWin Week was to improve academic student success, especially among first-year students. Unfortunately, we will not know the retention impact of UWin Week for some time. The first quantitative showing will come with the posting of fall grades in early to mid-January. Ultimately,

we will not know the full impact until we can measure the year-to-year retention rates by level (e.g., first-year, second-year, etc.) in comparison to pre-fall 2009 levels.

Early indications from faculty members who filled out the post-UWin Week survey are mixed. Some reported that students returned to class more prepared for post-UWin Week work, which suggests that students in some classes made good use of the UWin Week time to get caught up on homework and possibly to begin assignments that became due in the following weeks. Others reported that the presence of UWin Week in the fifth week of the semester broke the flow of the semester and may have negatively impacted student academic progress. Some of these faculty members suggested a later time for UWin Week as a way to increase its effectiveness. Others did not support continuation of UWin Week; at least in its present form.

Most (70%) students who responded to the post-UWin Week said that it made a difference in their anticipated academic student success.

Should UWin Week Be Continued?

Results from the faculty/staff survey suggest support for continuing UWin Week of 59% among faculty members and 61% for staff. While students were not asked this specific question, when asked if the week after Thanksgiving was a good time for UWin Week, approximately 80% of those who answered the pre- and post-UWin Week surveys favoured the timing of UWin Week following Thanksgiving. This suggests support for continuing UWin Week among students, faculty and staff.

When Should UWin Week Be Held?

When asked if the week after Thanksgiving was a good time for UWin Week, approximately 80% of the students who answered the pre- and post-UWin Week surveys favoured the timing of UWin Week during the week following Thanksgiving. A majority of faculty members (54%) and staff (59%) favoured holding UWin Week during the week after Thanksgiving.

Among the students who did not think UWin Week should be held in the week after Thanksgiving, which represented 20% of the respondents, they supported "after mid-terms" (40%) and "divide it so that two days are before mid-term exams and two days are after mid-terms" (12%). Among the faculty/staff who did not think UWin Week should be held in the week after Thanksgiving, the most common choice (31%)

was “after mid-terms”; all other options received support from 5% or less of the faculty/staff respondents.

As a follow-up to the survey research, several student groups (e.g., international students, Nursing students, Business students, UWSA group) were asked their views on separating the 4 days of UWin Week into two 2-day breaks. No support was found for this approach. Most felt this would result in fewer of UWin Week’s purposes being met and would considerably distract from the “to support personal health and wellness” purpose. Basically, they did not think they would benefit from the same mental health break that the full UWin Week provided.

APPENDIX A:

RESEARCH ETHICS BOARD APPROVAL (REB #09-198)

Office of the Research Ethics Board



Today's Date: September 29, 2009
Principal Investigator: Dr. Clayton Smith
Department/School: Vice-Provost, Students & Registrar
REB Number: 09-198
Research Project Title: UWin Week Assessment
Clearance Date: September 29, 2009
Project End Date: October 31, 2009

Progress Report Due:
Final Report Due: Not Required (Administrative Application)

This is to inform you that the University of Windsor Research Ethics Board (REB), which is organized and operated according to the *Tri-Council Policy Statement* and the *University of Windsor Guidelines for Research Involving Human Subjects*, has granted approval to your research project on the date noted above. This approval is valid only until the Project End Date.

A Progress Report or Final Report is due by the date noted above. The REB may ask for monitoring information at some time during the project's approval period.

During the course of the research, no deviations from, or changes to, the protocol or consent form may be initiated without prior written approval from the REB. Minor change(s) in ongoing studies will be considered when submitted on the Request to Revise form.

Investigators must also report promptly to the REB:

- a) changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) all adverse and unexpected experiences or events that are both serious and unexpected;
- c) new information that may adversely affect the safety of the subjects or the conduct of the study.

Forms for submissions, notifications, or changes are available on the REB website: www.uwindsor.ca/reb. If your data is going to be used for another project, it is necessary to submit another application to the REB.

We wish you every success in your research.

Pierre Boulos, Ph.D.
Chair, Research Ethics Board

cc: Mark Curran, Research Ethics Coordinator

*This is an official document. Please retain the original in your files.



APPENDIX B:

PRE-UWIN WEEK STUDENT SURVEY

Pre UWin Week Student Survey

1. Have you heard about UWin Week? ☐ Yes ☐ No

2. Please rate the various purposes of UWin Week in terms of their importance to you.

To support student learning and success

To support personal health and wellness

To promote student connections in the University community

To help students "take stock" of their academic status, and academic and career aspirations

3. Which of these UWin Week activities do you expect to participate in?

☐ Activities in my Faculty

☐ Activities sponsored by the Library

☐ Activities sponsored by Student and Academic Services

☐ Other (please specify):

4. Is the week following Thanksgiving a good time for UWin Week? ☐ Yes ☐ No

5. Do you expect the UWin Week to make a difference in your academic success? ☐
Yes ☐ No ☐ Don't know

6. Are you in...? ☐ First Year ☐ Second Year ☐ Third Year ☐ Fourth Year ☐
Graduate ☐ Postgraduate

7. What is your Faculty?

☐ Arts and Social Sciences

☐ Odette School of Business

☐ Science

- ☐ Engineering
- ☐ Human Kinetics
- ☐ Nursing
- ☐ Education
- ☐ Law
- ☐ Inter-Faculty
- ☐ Graduate Studies
- ☐ Don't Know

8. Do you take most of your classes... ☐ During the day ☐ After 4:00 p.m. ☐ On-line

APPENDIX C:

POST-UWIN WEEK STUDENT SURVEY

Post UWin Week Student Survey

1. Did you participate in/attend UWin Week? ☒ Yes ☐ No

Which of these UWin Week activities did you participate in?

- ☐ Activities in my Faculty
- ☐ Activities sponsored by the Library
- ☐ Activities sponsored by Student and Academic Services
- ☐ Other (please specify):

Did UWin week give you an opportunity to catch up with your home work? ☐ Yes ☐ No ☐ Don't know

Did UWin Week make a difference in your academic success? ☐ Yes ☐ No ☐ Don't know

Please rate the various purposes of UWin Week in terms of their importance to you.

- Supporting student learning and success
- Supporting personal health and wellness
- Promoting student connections in the University community
- Helping students "take stock" of their academic status, and academic and career aspirations

2. Is the week following Thanksgiving a good time for UWin Week? ☐ Yes ☐ No

What would be a better time for UWin Week?

3. Are you in...? ☒ First Year ☐ Second Year ☐ Third Year ☐ Fourth Year ☐ Graduate ☐ Postgraduate

4. What is your Faculty?

- ☐ Arts and Social Sciences
- ☐ Odette School of Business
- ☐ Science
- ☐ Engineering
- ☐ Human Kinetics
- ☐ Nursing
- ☐ Education
- ☐ Law
- ☐ Inter-Faculty
- ☐ Graduate Studies
- ☐ Don't Know

5. Do you take most of your classes... ☐ During the day ☐ After 4:00 p.m. ☐ On-line

[Submit](#)

APPENDIX D:

POST-UWIN WEEK FACULTY/STAFF SURVEY

Post UWin Week Faculty/Staff Survey

1. Have you heard about UWin Week? ☒ Yes ☐ No

How did you hear about UWin Week?

- ☐ University of Windsor Web site
- ☐ Daily News
- ☐ University of Windsor email
- ☐ Student(s)
- ☐ Other Staff or Faculty Members
- ☐ Department Council/Head
- ☐ Other (please specify):

2. Please rate the various purposes of UWin Week in terms of their importance to you.

- To support student learning and success
- To support personal health and wellness
- To promote student connections in the University community
- To help students "take stock" of their academic status, and academic and career aspirations
- Other (please specify):

3. I am aware of the following UWin Week activities:

- ☐ Activities in my Faculty
- ☐ Activities sponsored by the Library
- ☐ Activities sponsored by Student and Academic Services
- ☐ Activities sponsored by the Centre for Teaching and Learning
- ☐ Other (please specify):

4. Which of these UWin Week activities did you develop and/or participate in?

- ☐ Activities in my Faculty
- ☐ Activities sponsored by the Library
- ☐ Activities sponsored by Student and Academic Services
- ☐ Activities sponsored by the Centre for Teaching and Learning
- ☐ Other (please specify):

5. Do you favour continuation of UWin Week? ☒ Yes ☐ No

Briefly explain your choice:

6. Is the week following Thanksgiving a good time for UWin Week? ☐ Yes ☒ No

What would be a better time for UWin Week?

- ☐ After mid-term exams
- ☐ Divide it so that 2 days are before mid-term exams and 2 days are after
- ☐ None. The University should not have a UWin Week program
- ☐ Other (please specify):

7. Feel free to share anything else regarding UWin Week.

8. Are you a...?

- ☒ Faculty Member
- ☒ Staff Member
- ☐ Other (please specify):

Submit

APPENDIX E:

STUDENT HEADCOUNT DATA FROM UWIN WEEK ACTIVITIES

Student Headcount Data from UWin Week Activities

Date	Area	Activity	Number
Oct 13	Engineering	International Students Studying Engineering in Canada	34 (2 students from HK and Chemistry)
Oct 13	FASS	Plagiarism & How to Avoid it	1
Oct 13	FASS	Research & Citation How-to's	1
Oct 13	FASS-Communication Studies	Sound recording and propagation	15 (12 Year 1, 2 Upper Year, 1 Grad)
Oct 13	FASS-Drama	Changes of Self: Costume & Character	35
Oct 13	FASS-Drama	Introduction to Michael Chekhov Technique: A Psycho-physical Approach to Acting	29
Oct 13	FASS-Drama	So, What Are You Learning?	10
Oct 13	FASS-Drama	Voice Workshop	28
Oct 13	FASS-English	Film for Students	20
Oct 13	FASS-Psychology	Second Year Student Checkpoint: Making Program Choices	8
Oct 13	FASS-Psychology	Third Year Student Checkpoint: Applying to Graduate School	12
Oct 13	Human Kinetics	Open Office Hours (Career Counselling, Scholarships & Professional School Applications)	"Almost none any day"
Oct 13	Human Kinetics	Time Management Skills	48
Oct 13	InterFaculty-Environmental Studies	Environmental Involvement in the Community (for all BES students)	4
Oct 13	InterFaculty-Environmental Studies	Picking an Area of Concentration (for 1st and 2nd year BES students)	4

Date	Area	Activity	Number
Oct 13	InterFaculty-Environmental Studies	The 4th Year Research Project (for 3rd year BES students, but other years are welcome)	2
Oct 13	InterFaculty-Environmental Studies	The Next Step: Career Planning (for 3rd and 4th year BES students, but other years are welcome)	2
Oct 13	InterFaculty-Forensics/Criminology	Thinking a Step Ahead: Research for Career Objectives	4
Oct 13	Library	Career Research: Finding key information on potential employers	0
Oct 13	Nursing	How to Navigate CLEW	2 (1 Yr 1, 1 Yr 2)
Oct 13	Nursing	Successful Paper Writing Strategies	72 (41 Yr 1, 22 Yr 2, 9 Yr 3, 0 Yr 4)
Oct 13	Nursing	Writing for Nurses	60
Oct 13 & 16	Odette	Advising Clinic	8
Oct 13	Odette	Movies with Accounting: Cooking the Books & Enron	15
Oct 13	Science-Chemistry & Bio-Chemistry	Chemistry Resource Centre	4
Oct 13	Science-Computer Science	Academic Counselling	17
Oct 13 & 15	Science-Economics	Academic Counselling	38
Oct 13	Science-Economics	Workshop: "Graduate School Preparation"	1
Oct 13 & 15	Science-Mathematics & Statistics	Centre for Statistical Consulting, Research, and Learning Services	7

Date	Area	Activity	Number
Oct 13	Science-Mathematics & Statistics	Effective Strategies for Grade Improvement in Math Courses	13
Oct 13	Science-Mathematics & Statistics	Math and Stats Learning Centre	4
Oct 13	Science-Mathematics & Statistics	Questions regarding Graduate Programs and Schools	1
Oct 13 & 15	Science-Mathematics & Statistics	Stastical Software Demo	5
Oct 13	Undecided	Advising Clinic for Undecided Majors	18
Oct 13	Using Technologies for Learning	Using Consoles for Classroom Presentations	11
Oct 14	Across the Campus	Need for Speed: UWindsor Services -Speed Dating Style	1
Oct 14	Education-Concurrent	Preparing to Teach	2
Oct 14	Engineering	Academic and Career Skills - Employer Forum	52 (5 1 st year; 23 2-4 th yr; 9 grad)
Oct 14	Engineering	Tours of Selected Industries – ARDC	15
Oct 14	Engineering	Tours of Selected Industries – Dainty Foods	22
Oct 14	FASS	Careers in Social Sciences, Arts and Humanities	2
Oct 14	FASS	You and your DARS: Survival Kit for Students	0
Oct 14	FASS-Communication Studies	Instructional Design and Training	5
Oct 14	FASS-Communication Studies	Q&A for First-Year students in Communication, Media, and Film (CMF), with Instructors of First-Year courses	6

Date	Area	Activity	Number
Oct 14	FASS-Communication Studies	Thinking about Graduate School in Communication Studies? An open workshop	5
Oct 14	FASS-Drama	Ballet Workshop	43
Oct 14	FASS-Drama	Everything You Ever Wanted to Know about Critical Writing & Research for Theatre, But Were Afraid to Ask	16
Oct 14	FASS-Drama	Introduction to Clowning	21
Oct 14	FASS-Drama	Movement Improvisation Workshop	20
Oct 14 & 15	FASS-English	Advising Hours	8
Oct 14	Graduate Students	The Care and Feeding of Graduate Student-Supervisor Relationships: A Toolkit for Planning Successful Graduate Research	7
Oct 14	Human Kinetics	Note Taking, Study Skills & Writing Skills	70
Oct 14	Human Kinetics	Open Office Hours (Career Counselling, Scholarships & Professional School Applications)	"Almost none any day"
Oct 14	InterFaculty	BAS	11
Oct 14	InterFaculty-Arts & Science	Admission to Medical School Information Session	10
Oct 14	Library	Games Without Frontiers: Using games to discover new geographies and generate new futures.	8 (1 faculty, 1 grad student, 2 friends, 4 librarians)
Oct 14	Library	Leddy Movie Night	15
Oct 14	Nursing	APA 6th Edition - What's New	68 (31 Yr 1, 19 Yr 2, 11 Yr 3, 7 Yr 4)

Date	Area	Activity	Number
Oct 14	Nursing	Movie Afternoon	0
Oct 14	Nursing	Turnitin Tutorial	40 (31 Yr 1, 5 Yr 2, 3 Yr 3, 1 Yr 4)
Oct 14 & 15	Odette	Career Dev't: Job Search & Interview Skills	9
Oct 14 & 15	Odette	Information Session Concentrations	16
Oct 14 & 15	Odette	Intro to Trade Room	77
Oct 14 & 15	Odette	Leadership Skills (Group leaders for Case Study Competition)	30
Oct 14 & 15	Odette	Year 1 (2-day) Mandatory Case Competition	315
Oct 14	Science-Biological Sciences	Tutoring Sessions for First Year (55-141)	25
Oct 14	Science-Chemistry & Bio-Chemistry	Computational Chemistry Workshop	0
Oct 14 & 15	Science-Chemistry & Bio-Chemistry	NMR Workshop - "An Introduction to Practical Aspects of NMR Data Acquisition and Processing"	13
Oct 14	Science-Computer Science	Academic Counselling	35
Oct 14	Science-Computer Science	Bioinformatics: Microarrays, Proteomics and Challenges	3
Oct 14	Science-Computer Science	Graduate Studies in Computer Science: Information on Programs, Scholarships, Research and Financial Opportunities	6

Date	Area	Activity	Number
Oct 14	Science-Computer Science	Research Seminar: Building Multi-Agent Systems with Repast: A Hands-On Tutorial - Part I (bring own laptop) CANCELLED DUE TO ILLNESS	-
Oct 14	Science-Mathematics & Statistics	How to Keep Up with Courses and Deal with Stress	1
Oct 14	Science-Mathematics & Statistics	Math and Stats Learning Centre	6
Oct 14	Using Technologies for Learning	Getting the Most out of Clickers	6
Oct 15	Academic Writing Centre	Writing for Nurses	25
Oct 15	Education-Concurrent	Academic Counseling and Advice-ECE	0
Oct 15	Education-Concurrent	Academic Counseling and Advice-French	0
Oct 15	Education-Concurrent	Academic Counseling and Advice-Math/Science	0
Oct 15	Education-Concurrent	Advisory Group Meetings	30
Oct 15	Education-Concurrent	Program Advisory Meetings-ECE	0
Oct 15	Education-Concurrent	Program Advisory Meetings-French	0
Oct 15	Education-Concurrent	Program Advisory Meetings-Math/Science	0
Oct 15	FASS	Academic Writing: Getting it Right and Beyond	35
Oct 15	FASS	Volunteer Organizations: How can I help others--and myself	2
Oct 15	FASS-Communication Studies	What can I do with a degree in Communication, Media & Film?	20

Date	Area	Activity	Number
Oct 15	FASS-Drama	Theatre for Social Action	30
Oct. 15	FASS-Drama	TV Acting Workshop	18
Oct 15	FASS-Psychology	All Student Checkpoint: Adjusting to University	2
Oct 15	GA's & TA's	Assessment Matters: Marking and Feedback for GAs and TAs	5
Oct 15	GA's & TA's	Teaching Conversations: Moving Ahead as Excellent GAs and TAs	2
Oct 15	Human Kinetics	Open Office Hours (Career Counselling, Scholarships & Professional School Applications)	"Almost none any day"
Oct 15	Human Kinetics	Survival Skills for Kinesiology Students	68
Oct 15	Library	Research beyond Google	4
Oct 15	Nursing	Health Assessment Review	30 (6 Yr 1, 14 Yr 2, 5 Yr 3, 5 Yr 4); an additional 25 students contacted the instructor but could not attend because it was full
Oct 15	Nursing	Help with Library Resources (drop-in)	7 (6 Yr 1, 1 unknown)
Oct 15	Nursing	Successful Paper Writing Strategies	39 (22 Yr 1, 7 Yr 2, 7 Yr 3, 3 Yr 4)
Oct 15	Outstanding Scholars	Library Training	70
Oct 15	Science-Chemistry & Bio-Chemistry	Computational Chemistry Workshop	0
Oct 15	Science-Computer	Academic Counselling	3

Date	Area	Activity	Number
	Science		
Oct 15	Science-Computer Science	Research Seminar: Building Multi-Agent Systems with Repast: A Hands-On Tutorial - Part II (bring own laptop)	6
Oct 15	Science-Earth & Environmental Sciences	Field Trip - Year 1; Essex County	16
Oct 15	Science-General Science	Meet & Greet	8
Oct 15	Science-Mathematics & Statistics	Math and Stats Learning Centre	9
Oct 15	Science-Mathematics & Statistics	Questions regarding Graduate Programs and Schools	0
Oct 15	Science-Physics	Physics Opportunities - All day session	19
Oct 15	Supplements for Success	100 Things First Year Students Should Know	3
Oct 15	Supplements for Success	Decoding Your Professors	2
Oct 15	Supplements for Success	Facing Facebook	0
Oct 15	Supplements for Success	Managing Your Personal Resources	0
Oct 15	Supplements for Success	Notes & Reading	3
Oct 15	Supplements for Success	Planning for a Successful Term – How to Stay Afloat and Manage the Unexpected	3
Oct 15	Supplements for Success	Steps to Developing a Career Plan	0
Oct 15	Supplements for Success	Surviving the Stress	0

Date	Area	Activity	Number
Oct 15	Supplements for Success	Survivor	0
Oct 15	Supplements for Success	Writing Right	0
Oct 15	Supplements for Success	You Win, They Win: How You Can Get Involved in Your Campus & Community	0
Oct 15	Using Technologies for Learning	Using Consoles for Classroom Presentations	8
Oct 16	FASS-Drama	Ballet Workshop	40
Oct 16	FASS-Drama	Fitness & Nutrition Workshop	40
Oct 16	Library	Research beyond Google [Presented in Mandarin]	7
Oct 16	Nursing	Nursing Society Activity (fund-raising event downtown)	35
Oct 16	Outstanding Scholars	First Year Outstanding Scholars Gathering	15
Oct 16	Science-Chemistry & Bio-Chemistry	Chemistry Resource Centre	15
Oct 16	Science-Computer Science	Academic Counselling	11
Oct 16	Science-Computer Science	Game Engine Development Special Interest Group meeting (open to all)	3
Oct 16	Science-Computer Science	Seminar: "Pathfinding in Open Terrains" (for 4th year, NSERC USRA)	6
Oct 16	Science-Mathematics & Statistics	Math and Stats Learning Centre	6
Oct 16	Supplements for Success	100 Things First Year Students Should Know	0
Oct 16	Supplements for Success	Decoding Your Professors	0

Date	Area	Activity	Number
Oct 16	Supplements for Success	Facing Facebook	0
Oct 16	Supplements for Success	Notes & Reading	6
Oct 16	Supplements for Success	Planning for a Successful Term – How to Stay Afloat and Manage the Unexpected	0
Oct 16	Supplements for Success	Steps to Developing a Career Plan	0
Oct 16	Supplements for Success	Survivor	0
Oct 16	Supplements for Success	Writing Right	6
Oct 16	Supplements for Success	You Win, They Win: How You Can Get Involved in Your Campus and Community	0
Oct 13-16	FASS-English	Faculty Office Hours	13
Oct 13-16	InterFaculty-Environmental Studies	Academic Counselling	0
Oct 13-16	InterFaculty-Arts & Science	Academic Counselling	4
Oct 13-16	Nursing	Individual Academic Advising	6 (1 Yr 1, 0 Yr 2, 4 Yr 3, 0 Yr 4, 1 unknown)
Oct 13-16	Nursing	Nursing Lab Activities (drop-in or by appointment)	65 (13 Yr 1, 40 Yr 2, 9 Yr 3, 3 Yr 4)
Oct 13-16	Nursing	Science & Pharmacology Tutoring (drop-in)	1 (1 Yr 2)
Oct 13-16	Science-Biological Sciences	Academic Counselling	25
Oct 13-16	Science-Chemistry & Bio-Chemistry	Academic Counselling	3

Date	Area	Activity	Number
Oct 13-16	Science-Earth & Environmental Sciences	EES Resource Centre	2
Oct 13-16	Science-Earth & Environmental Sciences	General Counselling For Upper Years	2
Oct 13-16	Science-General Science	Academic Counselling	3
Oct 13-16	Science-Mathematics & Statistics	Academic Counselling	5
Oct 13-16	Science-Physics	Counselling and course assistance	"not many"
Oct 14-16	InterFaculty-Forensics	Academic Counselling	2
Oct 14-16	Science-Chemistry & Bio-Chemistry	1st Year Chemistry assistance in addition to regular office hours	4
Oct 13-17	Science-Earth & Environmental Sciences	Field Trip - Years 2, 3 and 4; Northern Ontario	6