

**University of Windsor
Senate**

5.4.5: **Working Group on Part-Time Student Issues**

Item for: **Information**

Forwarded by: **Student Committee**

Rationale:
See attached

1. Background and Mandate

The Working Group on Part-time issues was formed as a subcommittee of the Senate Student Committee in September 2006. It consists of Ali Ahmed (VP External, OPUS), Linda Patrick (Nursing), and Katherine Quinsey (English). Our mandate was to review a broad range of part-time student issues, focus these, and present a report to the Student Committee in spring 2007. We met three times to discuss matters in detail and communicated via email as well; we presented an interim report to the Student Committee on February 5th, 2007.

2. A Changing Profile—Who Is a Part-Time Student?

Part-time students account for approximately 20% of total University enrolment, a number more or less consistent across faculties with the exception of Law and Human Kinetics (see Appendix 1). Data shows that the traditional profile of the part-time student as a non-traditional or mature student employed full-time or with family responsibilities is changing, as increasing numbers of part-time students are in the 18-24 age group. Of this group, many begin as full-time students and drop to a part-time load, either because of financial difficulties and work responsibilities, or because of other factors such as the new pressures of university life and/ or the lack of a sense of direction in their studies. The reasons for this changing demographic, and the specific needs of this group, needs further research (see proposal for revised OPUS questionnaire, below).

Many of the issues affecting part-time students also affect the student body at large, and are keyed into the University's mission as outlined in *To Greater Heights* and the multi-year funding accountability agreement. Indeed, part-time students particularly focus those key priorities. Proportionately more part-time students are non-traditional students, proportionately more are first-generation students, and proportionately more are affected by disability issues. The particular needs of part-time students reflect the University's learning-centred priorities, as well as specific issues such as the need to enhance campus community and connectedness for a commuter student population. In many ways, the traditional distinction between part-time and full-time students is becoming blurred, as the part-time demographic profile shifts, and as full-time students face some of the same challenges. In addressing the specific needs and concerns of its large part-time student population, the University will enhance the learning environment for all its students.

3. OPUS

Part-time students can find representation and support through the Organization of Part-time University Students (OPUS), founded in 1970. OPUS is a well-organized, energetic umbrella organization providing a full spectrum of centralized services and support for part-time students, and staffed from within by those who are or have been part-time students themselves. OPUS works closely with both part-time students and the University administration, and performs a valuable communicative role in keeping the priorities of part-time students strongly visible to senior administration. In 2006 OPUS became a member of the Canadian Federation of Students (CFS), representing the University at the national level and providing valuable support for its constituents as well as a perspective on national student and part-time student issues. The main challenge for OPUS continues to be communication with the part-time student body; while this is an area where they have invested much energy and innovation, the logistical and cultural problem is still significant. As one example, a large number of part-time students (over 700) have not activated their UWindsor IDs and thus do not receive or read university email.

3. Existing Data

An OPUS-conducted survey of March-April 2006 attempted to identify the needs and concerns of part-time students; though it had a relatively low response rate, there was sufficient information to provide a starting point for the Working Group's report. OPUS has other information available from Institutional Analysis and from its own experience with part-time student advocacy and support. Departments and faculties have much comparable information. (See Appendices 1 and 2)

Existing data reveals some of the following facts:

- Part-time students account for approximately 20% of total University enrolment, a number more or less consistent across faculties with the exception of Law and Human Kinetics. It should be noted that part-time students make up 26% of university students across Canada; in Ontario they make up 20%. Windsor's population reflects the provincial average.

- The average age of the part-time student is decreasing (from 31.5 in 1998 to 28.1 in 2005), with the majority now being in the 18-24 age bracket.
- 72% of respondents to the spring 2006 survey worked full-time. A comparable percentage cited work or extensive family responsibilities as the reason for going to university part-time
- 94.7% of respondents had internet access at home
- The preferred time slot for slightly more than half of the respondents to the survey was 4 p.m. to 10 p.m. (evening)
- The top-ranked reason for pursuing University study was career advancement and / or professional qualifications (67% of respondents)
- The survey was completed by 159 females and 84 males, with 6 not identified.

University of Windsor part-time student concerns closely reflect those of part-time students across the province. This can be seen from the program of the pan-Ontario conference on part-time student issues to be held in Toronto this summer, sponsored by the Canadian Federation of Students:

- Part-Time Student Space and the Right to Organize
- Communications: Reaching Out to Members
- Access to Financial Aid: Bursaries, Grants, and OSAP
- "Back to the Future": Trends in Part-Time Studies
- The Changing Face of Part-Time Students: Demographics, Needs, etc.
- Scheduled Learning: Evening and Weekend Studies
- Making Health and Dental Plans Work for Part-Time Students (freedom to opt in or opt out, through CFS)
- Expanding Opportunities for Part-Time Study (focus on courses not offered on a part-time basis: nursing, education, engineering)
- Childcare
- Distance Education

4. Identifying Local Issues

From the data and OPUS Board priorities, and from committee discussion, the following broad concerns were identified.

Practical issues:

- availability of courses in the late afternoon and evening time slot; departmental and student services office hours
- access to financial aid (OSAP, bursaries and scholarships, work-study)
- special needs issues such as extra exam time or deadline accommodation (see below)
- Academic Integrity office; perceived need for advocacy especially for part-time students
- access to parking; access to day care
- part time students' awareness of campus services, such as accessibility, disability services, child care, financial aid, SIRC, AWC, fitness facilities, Study Skills workshops, library workshops, IT services, and OPUS

General issues:

- **communication:** a need to connect with part-time students, help them to be aware of services available, help them to feel like part of the University community.
- **campus culture:** while over 20% of the students are part-time, the perception is that the University still runs like a full-time day university
- **financial aid:** access to financial aid for part-time students (OSAP, bursaries and scholarships)
- **disability services:** proportionately more part-time students are special needs students (disability); disability services need to be enhanced and faculty awareness raised
- **changing definition of part-time student:** many younger students are part-time owing to financial pressures, new pressures of university life, or a lack of a sense of direction early on; often they have had to drop from a full-time load

- **programme availability:** demand for more part-time-friendly programmes particularly in Engineering, Education, and Nursing
- **alternate delivery methods, technology, and distance education:** students indicate that they prefer a real professor in a classroom to technologically mediated instruction such as online or teleconference. However, a hybrid of classroom teaching and internet technologies works well and promotes learning-centredness and the flexibility needed by part-time students.

5. Issues currently being addressed

A number of these concerns have been identified and are already being addressed.

(a) Childcare

This issue is being addressed through the University's arrangements with Great Beginnings, which involves negotiation of guaranteed spaces for university staff, faculty, and students. It might be suggested that part-time students' needs could be given greater visibility in this process, through involvement of OPUS in the discussions.

(b) Student Advocacy

This office is currently in process, having been approved by Senate last spring.

(c) Course timetabling

The Winter 2007 timetable (undergraduate courses only) shows that in some programs almost half the courses are offered in a late afternoon, evening, or distance education time slot, and there is at least some effort on the part of most applicable programs to offer a selection of courses at such times. Figures indicate that 31% of undergraduate courses (lecture time slots) are offered at these times, but this number is not evenly distributed amongst programs and faculties. (See Appendix 2.) The rationale for timetabling is sometimes unrelated to part-time needs—room size, for example, or lab / performance requirements. The issue is further complicated by the fact that the majority of students in evening classes are full-time students, and that shift work schedules do not reflect the 9-5 model for many of our part-time students. While the majority of respondents to the 2006 survey indicated a preference for classes in the late afternoon-evening time slot, this issue needs a more comprehensive review.

(d) Learning-centred pedagogy and new technologies

These are a primary feature of University planning as seen in *To Greater Heights* and the multiyear accountability agreement, as well as in the work of the CFL and the Leddy Library. Distance education and alternative delivery strategies have been a regular feature of AAU planning for some years through the FYP annual report process; the university has recently acquired the new SAKAI learning system, and there are already some online courses in existence, as well as the videoconference option. Leddy Library's access to over 12,000 online journals is the second largest in Canada; we are Canadian leaders in this field. The new SAKAI learning system is very convenient and allows both learning-centredness and the flexibility required by part-time students. For such resources and pedagogy to be useful to part-time students, however, it is essential that they be specifically targeted for communication and orientation. For example, many part-time students do not activate their UWindsor ID or use University services; they may use their local public library or alternate services instead.

(e) Communication with part-time students

OPUS and University strategies currently in place include radio spots, the website, mass emails to membership, promotional items, and the Devonshire Mall kiosk. Also being considered is a phone campaign through a call centre. OPUS sends a personal letter to all part-time students in the summer, inviting them to the OPUS orientation in the CAW centre, as well as to a \$500 prize draw (equals one course tuition) at that time; about 30%-40% turn out to this opening event. Orientation also includes sessions in the library, offered in late August and January, as well as key issues for part-time students such as campus safety.

6. Recommendations

The Working Group met again in February and March to focus the issues more specifically, and to develop the following list of specific recommendations, with proposed timelines and designated responsibility.

(a) Assessing existing needs / changing demographic

The response rate for last spring's survey was too low. In spring 2006, 3000 electronic surveys were sent out; while most were opened, only 230 were responded to. 20 paper copies were sent in. The Working Group reviewed the questionnaire and has made some suggestions for additional questions and revisions to the Lickert scale used in section 3 ([see Appendix 4](#)). The Working Group also recommends some ways of enhancing the rate of response, including

- Changing the timing: September-October might be a better time to reach people than February-March.
- reformatting the email cover letter to make it more appealing
- reformatting the survey for a web-based response with user-friendly software such as Survey Monkey
- following up with telephone calls; a call centre method was used effectively at the University of Toronto. This would require an appropriate database, perhaps available on same basis as the faculty phone campaign.
- Consider using incentives; a possibility is a \$500 (one course tuition) draw.

(b) Communication with members

The Working Group reviewed existing OPUS and University communication initiatives (see above), and discussed the effectiveness of the current electronic systems for contacting part-time students. While the new SAKAI system is very convenient and allows flexible ways of contacting the class list, student email accounts are still relatively small in size and need maintenance. More to the point, there are still 800 part-time students who have not activated their UWindsor IDs and email accounts. This is an information issue; these students need to know that they require a Uwin ID to use the library and to receive university information by email. However, many of them may be making use of alternate resources and have not yet felt the need to use the university. This is part of a larger issue of connection and better integration of these students.

OPUS already has a good relationship with the senior administration and with the Public Affairs and Communications office, and it should build on that. The working group recommends even closer relations with the offices of University Development and Public Affairs, with the reminder that part-time students represent a significant percentage of the student population and an important link with the local community.

Recommendations:

- more effort to follow up from orientation with specific information e.g. on the need to activate UWin ID
- continue with enhanced publicity in local community
- work even more closely with Development Office and Public Affairs Office of the University
- exit survey for part-time graduating students
- enhance alumni relations with those who were part-time students

(c) Financial Aid: access for part-time students

The University needs to re-examine the availability of bursaries and scholarship to part-time students. Of particular note is the changing profile of part-time students, many of whom are now younger, and who do not work full-time in established careers; these students drop from a full course load to part-time, and suddenly find that they are ineligible for much financial support. This pressure of financial need can create a cycle preventing them from return to full-time studies or timely completion of the degree; it also creates isolation and discouragement.

Information about any existing awards open to part-time students is available on the OPUS website ([see Appendix 5](#)). OPUS needs to raise awareness about these awards but also to raise awareness about their limitations and the assumptions underlying those limitations.

Recommendations:

- Revision of survey to provide more information about financial needs and profile of part-time student population
- Gathering of information from the pan-Ontario conference and the CFS

- Advocacy on this issue, perhaps with visiting speakers from the CFS or with our own students on a case-study basis

(d) Course scheduling and program availability

A suggested proportion is 20% or higher (reflecting the part-time demographic), though it is recognized that there are many variables, such as shift work, younger part-time students, etc. Existing data (see Appendix 2) suggests that while in fact 31% of courses overall are offered in this time slot, these are not evenly distributed across programs and faculties. While many departments make some effort to offer evening and late afternoon courses, timetabling is often based on the exigencies of room availability and class size as opposed to the program needs of part-time students.

This issue is thus closely tied to the much larger issue of program availability and planning, particularly in areas not traditionally accessible to part-time students. Professional training programs such as Education, Engineering, Nursing, and Drama, are not normally accessible to part-time students owing to the time-intensive practical training and field work, yet these could be particularly useful to mature students who wish to obtain professional qualifications. Significant review would be required for such programs to accommodate any significant number of part-time students.

Recommendations:

- OPUS survey to determine student demand for part-time programs in specific areas.
- Market research in the local community into the demand for part-time programs in specific areas.
- Faculty-level review of programming that accommodates part-time student needs; review of timetable and structures; possible setting of new directions in this area.

(e) Compressed program or degree completion

The Working Group also looked into the idea of compressed program or degree completion programs; these would need to be studied in relation to the overall part-time demographic and to go beyond to include full-time students as well. It should be fairly easy for OPUS and the university to survey both the existing part-time student population and the local community in general to find out if there is a market for this kind of program. For example, it could be factored into the OPUS questionnaire for existing part-time students (see proposed revisions in Appendix 4).

Recommendations:

- that OPUS and the University review existing Canadian models for degree completion and compressed programs in various areas.
- that OPUS and the University survey the existing part-time student population and the local community more generally to determine the market for this kind of program at Windsor.

(f) Alternative Delivery

Distance education and alternative delivery strategies, in particular online course offerings, can be of particular use to part-time students; good models exist at Ryerson and Waterloo, for example. The Working Group recommends further research into whether part-time students at Windsor want more web-based programming or not, especially in light of changing youth culture in this respect, and into current University and CFL plans for web-based programming and distance education strategies.

Recommendation:

- further research into part-time student needs and desires for web-based programming
- review of current University plans for web-based programming and distance education strategies

Also to be considered is the possibility of offering courses onsite in the workplace; current models exist in Nursing. More research needs to be done into individual program planning in this area and market demand for such offerings.

Recommendation:

- that the University investigate the possibility of offering courses and / or programs onsite in the workplace

(g) Access to Academic Advising

Part-time students have particularly strong needs for academic advising in order to ensure that they can move efficiently through their programs. Also needed is enhanced first-year advising for all full-time students, to identify those having difficulty with the transition to university life, and to help them understand the implications of switching to part-time status. We need to determine whether or not part-time students have adequate access to academic advising and other forms of counseling.

Recommendation:

- Enhance questionnaire to include more information about advising needs
- Continue review of academic advising and student services under both University and Faculty plans

7. Conclusion

As can be seen from the range of these issues and recommendations, the concerns of part-time students overlap with the core concerns of the University. In addressing the needs of this significant portion of its population, the University will be addressing needs identified for the student population as a whole, and enhancing its own profile in the community, to the benefit of all concerned.

Appendix 1-Enrolment figures 2005-06—November 2006

Appendix 2-Table of late afternoon, evening, and DE courses Winter 2007

Appendix 3-OPUS questionnaire Spring 2006

Appendix 4-Working Group recommendations for questionnaire

Appendix 5-Awards available to part-time students

APPENDIX 1

Enrolment Figures 2005-2006 (November 2006)

Headcount and FTEs

	University	FASS	Science	Business	Engineering
Undergraduate FT	12274.0	5387.8	1577.8	1575.5	831.0
Graduate FT	912.0	273.0	309.0	182.0	253.0
Total FT	13414.0	5660.8	1886.8	1757.5	1084.0
Undergraduate PT	3217.0	1620.5	471.8	609.0	228.0
Graduate PT	199.0	30.0	15.0	8.0	34.0
Total PT	3416.0	1650.5	486.8	617.0	262.0
Total Enrolment	16830.0	7311.3	2373.6	2374.5	1346.0
Undergrad FTE (FT)	12164.6	5209.1	1548.3	1636.3	949.6
Graduate FTE (FT)	3030.9	729.0	783.7	434.2	746.8
Total FTE (FT)	15195.5	5938.1	2332.0	2070.5	1696.4
Undergrad FTE (PT)	1864.5	945.9	309.0	371.9	120.0
Graduate FTE (PT)	150.2	22.2	9.3	6.2	28.8
Total FTE (PT)	2014.7	968.1	318.3	378.1	148.8
Total FTEs	17210.2	6906.2	2650.3	2448.6	1845.2

APPENDIX 2

**Late Afternoon, Evening, and Distance Courses
Winter 2007 Timetable (Undergraduate Lecture Only)**

Faculty/Program	Total U/G Lecture Sections (excl directed readings)	Late PM/Evg/DE	Comments
General Arts	4	3	2 online courses
Intercultural Stds	6	4	
Classical Civ	4	2	
Greek/Rom History	1	0	
Greek Lang/Lit	1	0	
Latin Lang/Lit	2	0	
German Language	5	3	
Italian Language	5	2	
Dramatic Art	42	10	Need evgs for rehearsal
English	43	9	
Visual Arts	24	5	
Art History	7	2	
French	21	8	
Music (Academic)	20	5	Need evgs for rehearsal
Music (Perform.)	10	7	Mostly rehearsal
Philosophy	23	4	
General Social Sci	3	3	1 online
Comm Studies	25	9	
Economics	26	11	
History	29	9	1 off campus
Political Science	31	14	Includes 5 DE
Psychology	47	23	1 off campus
Social Work	25	5	
Sociology	59	22	
Anthropology	18	8	1 off campus
Women's Studies	17	8	
Labour Studies	14	6	5 partial distance
FASS Total	512	182	

APPENDIX 2 CONTINUED

**Late Afternoon, Evening, and Distance Courses
Winter 2007 Timetable (Undergraduate Lecture Only)**

Faculty/Program	Total U/G Lecture Sections (excl directed readings)	Late PM/Evg/DE	Comments
Biology	43	9	5 DE
Chemistry	25	3	
Computer Science	39	17	
Geology	11	0	
Mathematics	33	3	
Physics	14	0	
Statistics	7	1	
Environ. Science	1	0	
Phys. Geo.	9	2	
Science Total	182	35	
Accounting	34	18	4 off campus; 6 DE
Mgmt/Labour	36	24	3
Finance	19	5	
Mgmt Studies	20	8	1 off campus; 3 DE
Marketing	22	14	
Strategy/Entrepren.	16	10	1 off campus
Business Total	147	79	
Educ Total	18	18	
Gen Engineering	27	0	3 off campus
Civil Engineering	7	0	
Electrical Eng	11	0	
Industrial Eng	12	5	
Mechanical Eng	14	1	
Environ Eng	8	2	
Automotive Eng	4	0	
Engineering Total	83	8	
Kinesiology	26	1	Evg sports events
Nursing	29	8	7 off campus; includes 1 onsite. Excludes all-day clinical.

APPENDIX 3

OPUS Survey Spring 2006

Organization of Part-Time University Students (OPUS) Survey of Part-time Students' Experience

In order to assist OPUS in providing excellence of service to part-time students, and to help us identify areas in which we can increase our efforts on behalf of part-time students, we appreciate you taking a few minutes to complete this survey. This information is required so we can properly identify who our constituents are, so we can lobby effectively on your behalf. Please rest assured that you will remain anonymous, and any information provided will be held in strict confidence.

Part 1. Information About You

Please check the appropriate box:

1. Age
 18-24 24-30 31-35 36-40 41-45 46-50 51-55 56-60 over 60
2. Gender
 F M
3. Marital Status
 Single Married Other
4. Family
Children under the age of 18 living in the home:
 none 1 2 3 more than three
5. Place of Residence
 Windsor Essex County Chatham or Kent County Other
6. Time to Commute to the University
 less than 30 minutes 30 minutes to one hour more than one hour
7. Employment outside the Home Full-time Part-time Not Employed
8. Type of Employment
 Managerial/Professional Clerical/ Labour Health Services
 other _____
9. Does your employer pay your tuition?
 N/A Yes No Partly
10. Main reason for taking University Courses:

- General Interest
 - Career advancement
 - Professional qualifications
 - For a degree at another institution
 - Other
11. Why do you attend University part-time rather than full-time
- Some desired courses are not offered
 - I prefer a partial course load
 - I have extensive family responsibilities
 - I need less than a full course load to finish my program
 - I cannot afford full-time study
 - I work full-time
 - I am a person with a disability
 - Other
12. Highest level of education completed to date
- Grade 12 general level
 - Grade 12 U level, Grade 13 or OAC
 - College Diploma
 - University Certificate
 - University Degree
13. Do you have a computer with internet access at home?
- Yes No

Part 2. Program and Course History

14. How many semester courses have you completed to date:
- None
 - 1-5
 - 6-10
 - 11-20
 - 21-30
 - over 30

15. Program you are enrolled in
- Bachelor of Arts Major _____
 - Bachelor of Science Major _____
 - Bachelor of Commerce
 - Bachelor of Science in Nursing
 - Certificate Program
 - Non-Degree

16. Please indicate the most desirable time for you to attend class

- Class begins and ends before 9:00 am
- Between 9:00 am and 4:00 pm
- 4:00 pm start time
- 5:00 or 5:30 pm start time
- 6:00 or 6:30 pm start time
- 7:00 pm start time

17. Number of course you prefer to take in each Fall or Winter semesters

- one
- two
- three
- more than three

18. Please indicate if you are interested in courses in the following sessions

- Intersession daytime
- Intersession evening
- Summer Session daytime
- Summer Session evening
- Twelve week (May- August) daytime
- Twelve week (May - August) evening

Part 3. Student Opinions - Programs and Courses

Please indicate the level of your agreement with the following statement on the scale below
1 - strongly disagree, 2- disagree moderately, 3- neither agree nor disagree, 4 - moderately agree, 5 - strongly agree

- 19. The courses I require are offered at suitable times.
- 20. There are a sufficient number of courses offered each semester to allow me progress at a satisfactory pace towards my degree.
- 21. I am interested in Saturday classes offered each week. (3 hrs.)
- 22. I am interested in Saturday classes offered every other week. (6 hrs)
- 23. An adequate number of courses are offered in Intersession.
- 24. An adequate number of courses are offered in Summer Session.

25. An adequate number of evening courses are offered in the evening time slots.
26. There is adequate financial assistance available for part-time students.
27. Examination times are convenient.
28. Instructor's office hours are convenient.
29. Overall, I am satisfied that I am learning what I need in my program of studies.

Part 4. Student Opinions on University Services

30. Availability of parking.
31. Accessibility of the campus for those with physical disabilities.
32. On-campus child care services
33. Availability of Student Centre facilities
34. Access to academic counselling from faculty in my program area
35. Access to professors regarding course work
36. Services of OPUS (Organization of Part-TIME University Students)
37. The University IT services
38. Library services on campus
39. Workshops on Study Skills
40. Availability of distance education courses
41. Availability of athletic/fitness facilities
42. Bookstore hours
43. Cafeteria hours
44. Availability of the Academic Writing Centre
45. Availability of the Financial Awards office
46. Availability of the Student Information Resource Centre (SIRC)
47. Availability of the Special Needs office
48. Availability of the Student Counselling Centre
49. Access to administrative offices (Registrar, Cashiers,).
50. Availability of safety features such as WalkSafe, emergency call buttons, etc.

APPENDIX 4

Suggested Revisions to OPUS Questionnaire

Format:

- Adapt the Lickert scale used in the questionnaire to make it more qualitatively indicative (get away from the problem of too many “3’s”), and to make it more straightforward. One possibility is to have a three- or four-part yes/no/maybe or always/sometimes/never format.
- Key should always be clearly visible on each page so that answers are accurate and indicative and easy for the user.
- User-friendly web-based survey software (e.g. Survey Monkey)
- Reformat cover letter and survey text to make it more attractive

Possible additional questions:

- Re student aid—would access to financial aid allow you to take more courses? (yes/no/maybe)
- Would you be interested in Saturday classes?
- Which format would you prefer for a combination of online and classroom instruction: completely web-based? Hybrid of classroom and web-based (half and half, six weeks in classroom, six weeks independent and web-based)? Entirely classroom based with supplementary online component?
- More details on parking (Would part-time student parking passes help you in taking your courses?)
- Re Compressed programme or degree completion programmes; these could be factored into the OPUS questionnaire for existing part-time students as a separate question under profile or reasons for taking courses: “Additional post-secondary education e.g. St Clair”; “Are you taking courses to upgrade or to complete a programme related to previous post-secondary education such as college training?”
- Would onsite courses in the workplace assist you in completing your degree? (yes /no / maybe).

Additional information: a possible exit survey for part-time graduates?

APPENDIX 5

Bursaries and Awards Available to Part-time Students

OPUS Academic Achievement Award

One award annually, valued at \$500, applied toward tuition remission only, to a registered part-time student, who has a minimum cumulative GPA of 11.0. The successful applicant must have successfully completed a minimum of five courses on a part-time basis as well as completed at least 30% of their program at the University of Windsor. This award may not be combined with any other OPUS awards.

***Apply on-line through the Student Awards and Financial Aid Office at:
<http://www.uwindsor.ca/studentawards>***

Mary C. Schisler Award in Dramatic Art

One award of \$500, towards tuition remission, is awarded annually by the Organization of Part-Time University Students (OPUS) to a student enrolled in the School of Dramatic Art.

Based on academic merit, preference will be shown to a part-time student (if no part-time student applies, applications from full-time students will be considered) with a minimum cumulative average of 10.5.

OPUS established this award in 2002 in recognition of Mary Schisler who, while President of the OPUS Board of Directors, supported the Arts and Humanities by establishing the "Alumni Evening with University Players".

***Apply on-line through the Student Awards and Financial Aid Office at:
<http://www.uwindsor.ca/studentawards>***

Kathleen E. McCrone Award

A single tuition remission award of \$500 is awarded annually to a part-time student who has the highest cumulative average and is enrolled in a program in the Faculty of Arts and Social Sciences. The one-time only recipient must be in Year 2 of studies with 80% of all courses completed as a part-time student while in attendance at the University of Windsor.

This award was established in 2002 by the Organization of Part-Time University Students (OPUS) in recognition of Dr. Kathleen McCrone's dedicated service to the University of Windsor and promotion of academic excellence while serving as the Dean of the Faculty of Arts and Social Sciences for 13 years.

Automatic. No application required.

Ken Long Memorial Award

This annual award of \$500 applied towards tuition remission was established in 1996 in memory of Professor Ken Long, who, while serving both as Dean of Students and as a

faculty member of the English Department, exhibited not only a concern for all students but displayed a special affinity for part-time students. The recipient must be registered as a part-time student in the third year of studies of the English Language, Literature, and Creative Writing program. The successful applicant must have successfully completed a minimum of ten courses on a part-time basis at the University of Windsor and possess a minimum Major GPA of 11.0. This award may not be combined with any other OPUS Awards.

***Apply on-line through the Student Awards and Financial Aid Office at:
<http://www.uwindsor.ca/studentawards>***

Special Needs (OPUS) Student Achievement Award

Award: One annual award of \$500 towards tuition for current part-time undergraduate students with a disability. The successful applicant must have completed a minimum of five (5) course credits at the University of Windsor at the time of nomination and have demonstrated leadership within the University community through awareness and promotion of campus accessibility.

Nominations may be made by faculty, staff, and students.

Nominations are welcomed from the entire University campus community.

To Nominate a student, please click on this link.

***For further details, contact the OPUS office,
1st Floor, CAW Student Centre, University of Windsor
Phone: 519-971-3603 Email: opus@uwindsor.ca***

OPUS Bursaries

Several bursaries applied to tuition remission for a single undergraduate course are offered annually. The number of bursaries vary from year to year, based on demand and financial resources as determined by the OPUS Board of Directors. Eligible applicants must be registered as part-time students, meet strict financial and academic standards as determined by the Student Awards and Financial Aid Office.

Applications are required to submit copies of the most recent Notice of Assessment from Revenue Canada for themselves, their spouse if applicable, and from their parents' if they are single and have not been out of high school for at least five years. Submit to the Student Awards Office with a cover sheet clearly indicating your name, ID # and the award to which you have applied.

Deadlines for Applications: December 15, 2006