

NOTICE OF MEETING
There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Wednesday, March 25, 2015 at 1:00pm-2:15pm
In Room 209 Assumption Hall
AGENDA

Formal Business

Guest Speaker:
Dr. Ram Balachandar

- 1 Approval of Agenda**
- 2 Minutes of meeting of February 26, 2015**
- 3 Business arising from the minutes**

Items for Discussion

- | | | |
|---|------|--|
| 4 Outstanding business | | |
| 4.1 Midterm and Final Exams – Three Exams in One Calendar Day – APC Response | pg.2 | Dr. Rick Caron
APC150325-4.1 |
| 4.2 Weighting of Initial Evaluations in a Course | | Dr. Rick Caron |

Items for Approval

- | | | |
|--|-------|--|
| 4.3 Calculating Major and Cumulative Averages - Revisions | pg. 4 | Dr. Rick Caron
APC150325-4.3 |
|--|-------|--|

Items for Information

- | | | |
|--|-------|--|
| 5 Reports/New Business | | |
| 5.1 Academic Standing Committee – Appeal Deadline | pg. 7 | Dr. Rick Caron
APC150325-5.1 |
| 5.2 Internationalization - Annual Report | pg. 8 | Dr. Ram Balachandar
APC150325-5.2
APC150325-5.2.1 |

Additional Business

- 6 Question period/Other business/Open Discussion**
- 7 Adjournment**

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

**University of Windsor
Academic Policy Committee**

4.1: Midterm and Final Exams – Three Exams in One Calendar Day – APC Response

Item for: **Discussion**

For Senate:

The following excerpt is from the Student Caucus Report as recorded in the minutes of the Senate Meeting of October 10, 2014.

“A few of the student issues that are in the process of being discussed include the scheduling of mid-term exams and the policy on final exams. Currently there are no regulations for students writing midterms and as a result students often have to write up to four midterms in a day. In terms of final exams, the current policy is that a student who has more than two final exams scheduled in a calendar day may apply to have one of the exams moved to another exam date. Issues will be fully vetted and reported back to Senate as appropriate.”

The existing [Policy E2](#) on “Multiple Final Examinations in One Calendar Day” allows students with three final exams in one calendar day to apply to have one of their exams rescheduled to a supplemental examination day. Student Caucus asked that consideration be given to changing the policy to allow an application from students with three final exams in 24 hours. The rationale brought forward from the Student Caucus is that writing three or more exams in 24 hours becomes a test of endurance rather than an evaluation of learning. Under the current policy there is no relief if a student writes a 3:30 – 6:30 P.M. exam and a 7:00 – 10:00 P.M. exam on one day, and then writes an 8:30 – 11:30 A.M. exam and a 12:00 – 3:00 P.M. exam on the following day. This schedule has 4 exams within 24 hours.

The Student Caucus has also asked that the examination policy be extended to cover mid-term tests.

Comments:

1. The current policy allows an application for relief when there are 3 final exams within a calendar day, i.e., within the 13.5 hour period starting at 8:30 A.M. and ending at 10:00 P.M. The request is to change a “calendar day” to a 24 hour period, essentially doubling the time. There is actually a 10.5 hour period between the end of the exam period on one calendar day and the start of the exam period on the subsequent day.
2. Students know the dates and times of their exams at the time of registration. This gives the opportunity to plan ahead for exam preparation or, perhaps, to make a different course selection.
3. The length of the examination period is tightly constrained.
4. In Fall 2014, there were 103 students with three or more exams scheduled on the same calendar day and about 20 of them applied for relief under Policy E2. With a 24-hour period rule, there would have been 474 students eligible to apply for relief. A scenario analysis for Fall 2015 Fall predicts 185 students with three or more exams on the same calendar day and 778 with three or more exams within a 24-hour period.¹

¹ In calculating a 24-hour period, the time from the end of the first exam period to the start of the next one was used. This would mean that Monday's 8:30am, noon, 3:30pm, 7pm and Tuesday's 8:30am exam slots all fall within a 24-hour period (since Tuesday's 8:30am exams starts less than 24 hours after the end of Monday's 8:30am-11:30am exam).

5. Care would have to be taken on the definition of what it means to have three or more exams within a 24 hour period. For example, consider an 8:30 – 11:30 A.M. exam on two consecutive days with an additional 7 – 10 P.M. The 24 hour period starting at, say, 10:00 A.M. on the first day includes the second half of the morning exam of the first day, the first half of the morning exam of the second day and the complete evening exam. Is this to be considered three exams in 24 hours?

APC does not feel the change from “Calendar Day” to “24 hour period”, as it relates to 3 exams, is within the spirit of the existing policy. However, the given example of 4 exams within 24 hours is an extraordinary burden and perhaps the correct extension is to allow relief to students with 4 exams in 24 hours. [In 2014 Fall, there were 7 students who had 4 exams in a 24 hour period. A scenario analysis for Fall 2015 Fall predicts 22 students will have 4 exams in a 24 hour period.]

APC feels that an extension of the policy to include mid-term tests is not feasible, for the following reasons:

1. The meaning of mid-term tests is unclear. For example, are tests considered to be mid-term only if they occur at or close to the middle of the term? What of those courses where instructors give two “mid-terms”? Is mid-term test meant only as a generic term covering all tests and testing procedures worth, say, over a certain percentage of the final grade? What would be an appropriate value for the percentage cut-off?
2. Midterms are not centrally scheduled so it would be difficult to implement and manage a central policy.
3. The design of the evaluation procedure in a course reflects the way in which instructors choose to measure the learning outcomes and this can vary dramatically between courses, between instructors, and also between offerings of the same course by the same instructor. It is possible that a mid-term policy might reduce the academic freedom exercised by the instructors in selecting the best teaching and learning strategies for the course.

APC asks for Senate input on the following:

1. That policy E2 remain unchanged.
2. That APC bring back a revised policy to include a possibility for relief for students with 4 courses in 24 hours.
3. That a “Best Practices” document be created to encourage departmental actions that would help instructors determine test dates that consider student workload.

**University of Windsor
Academic Policy Committee**

4.3: Calculating Major and Cumulative Averages - Revisions

Item for: **Approval**

Forwarded by: **APC Subcommittee to Review the Calculation of Averages**

MOTION 1: That the proposed revisions to the Senate policy on the Calculation of Averages be approved and that the policy be merged with the Senate policy on Marks/Grade Descriptors.

Proposed Revisions

Replacing

“All grades below 50% are considered failures. Grades between 23% and 40% are recorded as is on the transcript but will be included in average calculations as 40%. Grades between 0% and 22% are recorded as is on the transcript but will be included in average calculations as 22%. Grades from 40% to 49% are recorded as is on the transcript and included in average calculations as the actual grade reported.

A grade of NR is assigned to students who although registered in a course have neither attended regularly nor submitted assignments. In computing a student's average, NR is equivalent to 22%.”

With

“All grades below 50% are considered failures. All averages will be calculated using the grade earned and recorded on the transcript.

A grade of NR is assigned to students who although registered in a course have neither attended regularly nor submitted assignments. In computing a student's average, NR is equivalent to 0%.”

MOTION 2: That the proposed revisions to the Senate policy on Marks/Grade Descriptors be approved.

Proposed Revisions

The University of Windsor uses a percentage marking and grading scale. The following tables will be printed on the back of transcripts for the use of external readers.

University of Windsor Percentage Grade Range	Corresponding Undergraduate Letter Grade	Corresponding Graduate Letter Grade
90-100	A+	A+
85-89.9	A	A
80-84.9	A-	A-
77-79.9	B+	B+
73-76.9	B	B
70-72.9	B-	B-
67-69.9	C+	C+
63-66.9	C	C
60-62.9	C-	C-
57-59.9	D+	F
53-56.9	D	F
50-52.9	D-	F
0-49.9	F	F

Change of headings,
Placement of the
percentage grades as
the first column,
inclusion of the
graduate grade
information as a third
column.

University of Windsor Percentage Grade	Undergraduate Descriptor	Graduate Descriptor
80 - 100	Excellent	Excellent
70 – 79.9	Good	Good
60 – 69.9	Satisfactory	Satisfactory
50 – 59.9	Pass	No-Credit
0 – 49.9	No Credit	No Credit
IN	Incomplete	Incomplete
IP	In Progress	In Progress
NR	No Report	No Report
P / NP	Pass / Non-Pass	Pass / Non-Pass

Replace “Fair” with
“Satisfactory”.

GRADING SCALE CONVERSION - PRE-FALL 2013

Prior to Fall 2013 the University of Windsor used a thirteen point grading system. The following table shows how such grades are interpreted.

The grading scale conversion used for average and grade point calculations under the 13.0 grade point scale system will continue to be used for students’ assigned final grades under the former system, until the phasing out of the 13 grade point scale is complete. The regulations and grading system in force at the time the student completed the course(s) will apply.

Letter Grade on Transcript	Corresponding Percentage Range	Grade on 13 Point Scale	Corresponding Percentage Grade
A+	93-100	13	96
A	86-92.9	12	90
A-	80-85.9	11	83
B+	77-79.9	10	78
B	73-76.9	9	75
B-	70-72.9	8	72
C+	67-69.9	7	68
C	63-66.9	6	65
C-	60-62.9	5	62
D+	57-59.9	4	58
D	53-56.9	3	55
D-	50-52.9	2	52
F	35-49.9	1	42
F-	0-34.9	0	22

New introductory
paragraph, change of
headings, and
placement of the 13
point scale as the first
column.

MOTION 3: That course instructors assign and record integer valued grades, and these grades are to be considered the exact assigned grades earned by the students.

Rationale:

The mandate of the Subcommittee was to respond to 5 items listed below. The Subcommittee’s response is given after each item. The issues raised touch the existing Senate Policies **Marks / Grade Descriptors (M5)** and **Calculation of Averages (C10)**.

- (1) Review how calculation of averages is for students who receive grades below 22% but then their averages are calculated at 22%. In computing a student's average, grades between 0% and 22% are recorded as is on the

transcript but will be calculated into the student's average as 22%. Grades between 23% and 40% are recorded as is on the transcript but will be calculated into the student's average as 40%. Grades between 40% to 49% will be recorded as is on the student's transcript and calculated as is into the student's average;

Subcommittee Response: This policy is a throwback to the 13 point grading system where an F- was translated to a grade of 22%. It is recommended that all averages be calculated using the grades recorded on the official transcript, i.e., the actual grades earned.

- (2) Review the purpose and definition of "No Report" (NR). Currently, a NR is considered a grade and so a 22% is used in its place when calculating a student's average. Is it appropriate to award a grade of 22% to a student who did not submit any work or attend classes? The rationale for setting different average calculations when the new numerical grade system was approved by Senate was "As with other universities that use the 100% scale, a student with four 80% (A-) grades and one 10% (F) grade would have a cumulative average of 66%; while a student with four 11.0 (A-) grades and one 1.0 (F) grade would have a cumulative grade of 9.0 (B). In light of this, universities that have adopted the 100% scale have assigned a specific percentage to failing grades, for the purposes of calculating averages, to ensure that students are provided with the same opportunities and not unduly disadvantaged compared to students at universities with grade point scales. Therefore, while the actual grades received will appear on the transcript as is, for the purposes of calculating averages, grades from 0% to 22% will be included in average calculations as 22%; grades from 23% to 40% will be included in average calculations as 40%; and grades from 40% to 49% will be included in the average calculations as the actual grade." Should this be reviewed?

Subcommittee Response: To be consistent with (1) we recommend that the grade of NR count as 0% in the calculation of averages.

- (3) Review how calculation of averages is for students using a 2 sig fig data to generate (now) a 4 sig numbers which has an effect on whether students graduate with a Major or Honours degree. Students completing an Honours BA, Honours BFS, Honours BSc, or Honours BComm degree with a cumulative average of at least 60% and a major average of at least 60% but less than 70% will be awarded the four-year Major degree. Then they are given the opportunity to come back to school to repeat courses to upgrade their average. If they do, then they can choose to rescind their four-year Major degree and apply to graduate with Honours - as long as they meet the average requirements.

Subcommittee Response: If the assigned grades are considered an approximation rounded to the nearest integer, then it makes no sense to use the grades to generate averages to even a single decimal place. However, if the integer valued grades are considered to be the exact grade, then this issue is moot. See (4) below.

- (4) Clarify question of rounding of grades. Numerical final grades are to be submitted in whole numbers. During the initial review of the new grading policy, it was understood that .5 -.9 would be rounded up, and .1-.4 would be rounded down. However, this was not clearly stipulated in the policy and has caused some confusion.

Subcommittee Response: Course instructors will assign and record integer valued grades, and these grades are to be considered the exact assigned grades earned by the students.

- (5) Review purpose of providing letter grade descriptors (Policy M5). There has been confusion that assigning letter grades are still permitted because these grade descriptors are in place.

Subcommittee Response: Bring clarity to this issue with a revision of policy M5.

- (6) The new tables under motion 2 increase understanding through more descriptive headings and the ordering of columns.

Subcommittee Members Dr. Rick Caron, Dr. Phil Dutton and Mr. Dave Wilbur met on October 23, 2014 from 10:30 – 11:30 AM in MEB 3100.

**University of Windsor
Academic Policy Committee**

5.1: Academic Standing Committee – Appeal Deadline

Item for: Approval

Forwarded by: Associate Deans' Group

MOTION: That the deadline for appealing an Academic Standing Committee decision be changed to three weeks.

Rationale:

- Currently, students have six weeks after the Faculty Academic Standing Committee has rendered a Required-to-Withdraw (RTW) decision on the student's academic standing to notify the Faculty that they intend to appeal the RTW decision.
- This six week time interval disadvantages students as it delays consideration of the appeal by the Faculty Appeals Committee well into the semester that the appeal process is held. After students notify the Faculty, there is still significant time and effort required to assemble the committee, process appeal requests, schedule appeal appointments for students wishing to appear in person, review the decision, and then to notify the students.
- As a result, students – whether they are in-program or not during the appeals process - do not receive the results of their appeal until typically almost the end of the semester in which the appeals process occurs. This results in considerable stress on the student because of the uncertainty concerning the appeal decision, and affords them significantly less time to proactively plan the next steps (*e.g.*, registration, seeking out alternative post-secondary options) depending on whether the appeal is successful or not.
- In practice, students actually have more time to consider their standing than the six weeks. Because student averages are usually available by the first week of May and can now be accessed electronically, students can already confirm whether they are at risk of being asked to withdraw even prior to the decision by the Academic Standing Committee. In addition, it is not uncommon for students who realize they are in academic difficulty to have already contacted the offices of the Associate Dean Academic and/or Assistant Dean well in advance to discuss how to approach the appeals process if necessary.
- The six week deadline dates back to when communications between the office and the student were by postal delivery and therefore needed sufficient time on both ends for mail delivery. Because the official form of communications between the University and its students is now through the university email system, the proposed three weeks affords sufficient time for students to receive the notification of their RTW status, and to decide if they wish to appeal the decision.
- International students and students who are not resident to the Windsor-Essex area should not be disadvantaged by this change in deadline. There have been past problems with mail notifications (*e.g.*, no permanent address on file); on the other hand, students are able to access their own average and email via any web-enabled computer and smartphone. Furthermore, a more timely decision on the appeals process would benefit such students by enabling them to make decisions sooner regarding registration, accommodation, and travel as applicable, recognizing that non-area students typically have deadlines and costs associated with these items well in advance of the next semester.

**University of Windsor
Academic Policy Committee**

5.2: Internationalization Annual Report (2014 – 2015)

Item for: **Information**

Forwarded by: ***Dr. Ram Balachandar, Vice Provost, International Development***

1. Executive Summary

A. Introduction

The University of Windsor is committed to supporting and enhancing all aspects associated with internationalization, including the collective efforts to incorporate global perspectives into the teaching, learning, and research across campus. By building international and intercultural competencies among students, faculty, and staff along with establishing strong relationships and collaborations abroad we truly support the mission of the University to enable people to “make a better world through education, scholarship, research and engagement”.

Recently, the institution elevated the role and responsibilities associated with Internationalization by establishing the Office of the Vice – Provost International Development (VP-ID).

This report provides an update on actions undertaken since the establishment of the Office of the Vice – Provost International Development (October, 2014) in support of internationalization at the University of Windsor.

Goals and Objectives of Reporting Year

The Office of the Vice-Provost International Development (VP-ID) was established in October 2014. Goals and objectives for the reporting year (2014) are mostly limited to activities undertaken since this time.

C. Successes

We have successfully completed the first annual performance review and renewal of the University’s worldwide network of small, medium, and large educational representatives (agents).

The University globally participated in a broad range of marketing and promotional activities to increase awareness of the institution, showcase high-quality program offering, and demonstrate international support services available to all our students.

Significant efforts were made and continue to be undertaken to create and revise existing marketing and informational material to support both direct and educational representative (agent) supported recruitment activities.

Revisions were made to the agent agreement between the University of Windsor and its educational representative network to ensure the consistent delivery of high-quality services and communication of accurate information to prospective students, including the addition of a “Code of Conduct”.

The University successfully recruited 2,273 full-time undergraduate and graduate students for Fall 2014 – representing the highest number of international students on campus in the institution’s history.

The University identified space on campus dedicated to the Office of the Vice – Provost International Development which will relocate to the 2nd floor of the Odette School of Business in the Summer of 2015 (formerly occupied by Student Recruitment).

D. Challenges

Improvements to the online international application system are needed to more effectively and efficiently enable the Office of the Registrar to process applications within a globally competitive environment. [Ongoing]

A Customer Relationship Management (CRM) system is being implemented by the University of Windsor to enable more effective and transparent communications with international applicants by all relevant stakeholders, including Office of the Registrar, Residence Services, Centre for English Language Development and Cashiers Office. [Ongoing]

Improvements should be undertaken to enable the registrarial functions of University of Windsor's English Language Improvement Program within the Student Information System. [Ongoing]

Authorized and legally contracted educational representatives of the University of Windsor should be able to receive pertinent updates related to both applicants and students to facilitate on-boarding (registration and arrival function) from all relevant service departments, including Office of the Registrar, Residence Services, Centre for English Language Development, and Cashiers. [Ongoing]

Students admitted to an undergraduate program and elect to participate in the University of Windsor's English Language Improvement Program (ELIP), to meet language proficiency, should not be required by the Institution to re-apply for admissions in cases where they need to defer their admissions to a future term to facilitate completion of ELIP. [Ongoing]

Applicants to undergraduate, graduate and course-based graduate programs should not be deemed inadmissible solely on the grounds of not demonstrating language proficiency. Academically qualified applicants should be offered conditional admission with the opportunity to demonstrate language proficiency by one method approved by Senate, including the Institution's language pathway program (ELIP) that provides a method for applicants to meet language proficiency prior to starting their program. [APC]

Infrastructure to support international student recruitment and admission continues to be a significant challenge that is hampering future growth. Progress has been made to establish institutional processes that were previously undertaken by Higher-Edge; however, additional resources are needed to support future recruitment activities – including hiring dedicated international recruitment staff. [Ongoing]

Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work – such as mathematics/calculus. [APC]

As we enter new markets, a review of proficiency measures and possible pathways with high-quality English language training programs within both the private and public sector should be explored. These programs can be evaluated for equivalency to the University of Windsor's English Language Improvement Program (ELIP Level 3); thereby, enhancing our ability to recruit prospective students who are already studying in Canada. [APC]

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

Strategic Priorities:

1. Provide an exceptional and supportive undergraduate experience

Significant effort is being directed to strengthen the University of Windsor's international student recruitment strategies, including providing an exceptional experience between prospective students and our educational representatives abroad.

2. Pursue strengths in research and graduate education

No update at this time.

3. Recruit and retain the best faculty and staff

Working with on-campus administrative partners to provide targeted training to staff involved with international student recruitment;

Assessing existing human resource complement to ensure stable direct international recruitment.

4. Engage Windsor-Essex community

The Centre for English Language Development (CELD) will be expanding its testing services to include the IELTS test for both academic and general streams. As a border city, we are an ideal location to offer testing for both prospective students and new immigrants.

5. Promote international engagement

Establish country-specific strategies that incorporate all of the international dimensions within a systematic manner;

Establish internationally-focused non-credit continuing education income-generating projects (e.g., short-term and summer projects);

Explore methods to streamline academic governance policies to enhance internationalization;

Align strategic international enrolment goals with our international student recruitment plans, including both direct and educational representative activities;

Develop a recruitment strategy that aligns with Canada's emerging international markets, such as Mexico, Brazil, Vietnam and Turkey;

Collaborate with the Office of the Registrar to review all procedures relating to international student admissions, both undergraduate and graduate, to ensure that the Institution is providing a fair, open, efficient, and effective international student admissions process that is competitive, globally;

Develop key performance metrics and ROI calculators to ensure that the University of Windsor receives a positive return on recruitment investments;

Strengthen relationship with government agencies responsible for sovereign scholarship programs, such as the Saudi Arabian Cultural Bureau (SACB) and the Canadian Bureau for International Education (CBIE);

Investigate novel methods for promoting the University of Windsor across all platforms, including developing a new International Recruitment website and associated content;

Identify alumni within key recruitment markets who can help support student recruitment activities abroad

Foster greater access to information about our institution and services by providing translation of salient details in our web content and marketing resources.

B. Future Actions/Initiatives

The 2015/16 academic year will see our activities focus on the following:

Developing a comprehensive international enrolment committee comprised of representatives of all Faculty, Deans, and Senior administrators to better predict enrolment;

Refine the University of Windsor's Educational Representative network to ensure high quality services to both prospective applicants and students in all key markets, such as China, India, Brazil, Mexico, and South Asia;

- Increase in-house capacity to support direct applicants;
- Establish local University information centers in both India and China to market academic programs and services towards direct applicants and provide in-country support towards our Educational Representative network;
- Continue moving forward with the delivery of language training programs outside Canada to support recruitment; and,
- Identify and train recent graduates who would be willing to serve as alumni ambassadors back in their home country.

C. Recommendations for Senate consideration (if any)

· Applicants to undergraduate, graduate and course-based graduate programs should not be deemed inadmissible solely on the grounds of not demonstrating language proficiency. Academically qualified applicants should be offered conditional admission with the opportunity to demonstrate language proficiency by one method approved by Senate, including the Institution's language pathway program (ELIP) that provides a method for applicants to meet language proficiency prior to starting their program. [APC]

· Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work – such as mathematics/calculus. [APC]

· As we enter new markets, a review of proficiency measures and possible pathways with high-quality English language training programs within both the private and public sector should be explored. These programs can be evaluated for equivalency to the University of Windsor's English Language Improvement Program (ELIP Level 3); thereby, enhancing our ability to recruit prospective students who are already studying in Canada. [APC]

INTERNATIONALIZATION



University
of Windsor

2014-2015

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Commitment to Internationalization

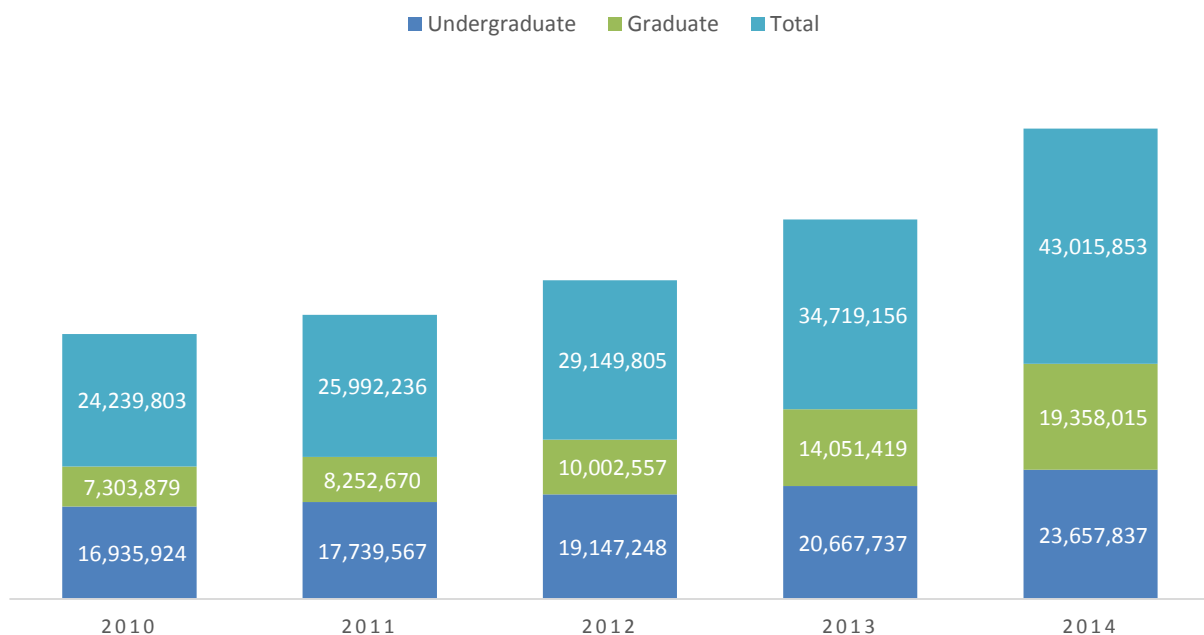
The University of Windsor is strategically committed to internationalization. In view of this, a new Office of the Vice Provost, International Development, was established in October 2014. This office will be located in the Odette School of Business building commencing July 2015.

The mandate of the Vice Provost, International Development, is to develop international collaborations with universities abroad and to increase international recruitment efforts. In regards to the latter, the goal is to diversify the University of Windsor student population by attracting students from countries that have been historically underrepresented.

The Office of the Vice-Provost, International Development oversees both graduate and undergraduate international recruitment, including programs associated with the Centre for Executive and Professional Education and the Centre for English Language Development (President's Update #23).

International academic fees now comprise one third of the total tuition revenue received by the institution (UWindsor 2.0, President's Address). In 2014, the international student revenue contributed over \$43 Million to the university. Internationalization, therefore, is critical to the overall financial position of the University of Windsor.

INTERNATIONAL STUDENT REVENUE



Source: Finance Department

This report elaborates on international marketing and promotion efforts, educational representatives, international recruitment, English language programs, international agreements and student exchange programs including international co-op placements.

International Marketing & Promotion

In 2014, the University of Windsor participated in multiple educational expos to increase awareness of the institution, programs, and services offered to international students. The following table outlines the recruitment activities undertaken by UWindsor in 2014.

COUNTRY	EVENT NAME	LOCATION(S)
Brazil	BMI Recruitment Fair (Spring)	Sao Paulo I Salvador I Curitiba
	BMI Recruitment Fair (Fall)	Sao Paulo I Brasilia I Recife I Curitiba
China	China Recruitment Fairs (Spring)	Shanghai I Beijing I Guangzhou
	China Recruitment Fairs (Fall)	Beijing I Guangzhou I Chengdu I Shanghai
	Maple Leaf Recruitment Fair	Dalian I Chongqing I Tianjin I Wuhan Shanghai I Zhenzhou I Beijing Chengdu I Changcheng I Foshan
India	Can-Am Recruitment Fairs	Bangalore I Cochin I Delhi I Amritsar Chandigarh
	HINDU Fair	Vizag I Hyderabad I Coimatore I Kochi Chennai I Bangalore
Mexico	Expo-Estudiente	Mexico City
Mexico	Imagine Feria 2015	Mexico City
Pakistan	DAWN Education Expo	Karachi I Islamabad I Lahore
Saudi Arabia	IISD Fair	Al-Khobar
South Korea	Canada Education Fair Seoul	Seoul

In addition, the University of Windsor facilitated the following online marketing and promotional activities in 2014.

FORMAT	TYPE	TOTAL
Online	University of Windsor Promotional Series	56
	Educational Representatives Training Series	14

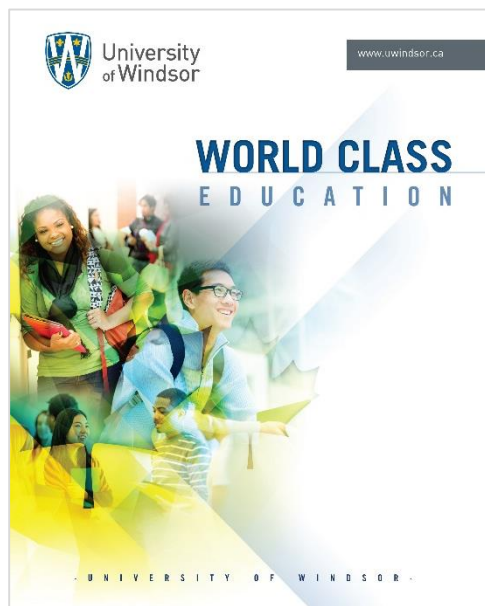
The University of Windsor is well positioned in key student markets, including China, India, and South Asia (Pakistan & Bangladesh). Prospective students continue to view Canada as an affordable country to obtain a high quality education that is valued around the world. Furthermore, the on-going campus transformation activities undertaken at UWindsor support international student demands for an exciting campus lifestyle and the opportunity to participate in innovative research opportunities while studying on campus.

In 2014, significant effort was undertaken to revise existing and develop new marketing and promotional materials in support of both direct and educational representative supported activities.

In collaboration with the Department of Foreign Affairs and International Trade Canada (DFAIT) and the provinces and territories through the Council of Ministers of Education Canada (CMEC), the University of

Windsor became authorized to utilize the “Imagine Education au/in Canada” brand; thereby, strengthen the institution’s ability to address international students using a consistent voice.

In support of English language learners, marketing materials for both the University of Windsor’s English language pathway (ELIP) and academic programs were translated into native languages for key source markets, including Arabic, Spanish, Mandarin, Korean, and Turkish; thereby, extending our reach to key decision makers & influencers.

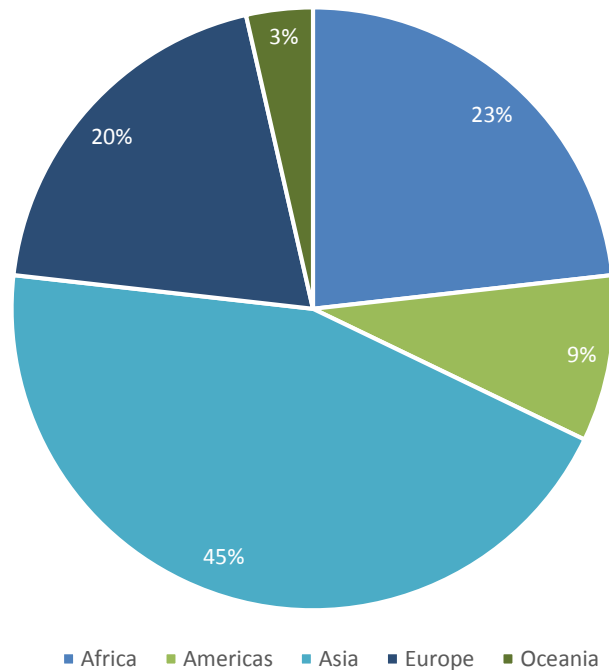


Agent Network

Educational representatives (agents) are a bridge between many people involved in international education – including students, parents, providers and homestay families – providing a critical link between them (Queensland Government). The University of Windsor elected to expand its use of multiple educational representatives in 2013/14 to support the recruitment of international students. Initially, 170 high-quality screened firms were appointed to support the institution’s international recruitment initiative. Their role is to promote the programs and services offered by the University of Windsor, identify suitable prospective students, recruit and assist in the recruitment of students, and assist people to become enrolled and arrive on campus.

In 2014, the University of Windsor conducted its first performance review and contract renewal of its expanded educational representative network. The performance review evaluated the productivity; yield rate, program distribution, student quality, and professionalism of each recruitment partner. This process resulted in renewal of 81 educational representatives, all with proven recruitment capabilities, who have been re-appointed for the 2015/2016 academic year resulting in a high quality, productive, and stable recruitment network across 56 countries and all five continents.

The following figure outlines the geographical coverage of the University of Windsor’s educational representative network.



Agent Management System

Our educational representative network and individual firms contained within the network are extensions of the University of Windsor brand. As such, a comprehensive training, support and review system has been set in place.

The institution partners with high-quality educational representatives who have demonstrated the following criteria: (a) provide adequate geographical coverage (b) meet the institution's strategic recruitment priorities (c) demonstrate proper qualifications (d) proven experience promoting and recruitment students to Canada and (e) passed the institution's quality assurance evaluation.

In support of the network, ensuring both consistent high-quality services and the communication of accurate information to prospective students and key decision makers, the following activities have been undertaken over the last year:

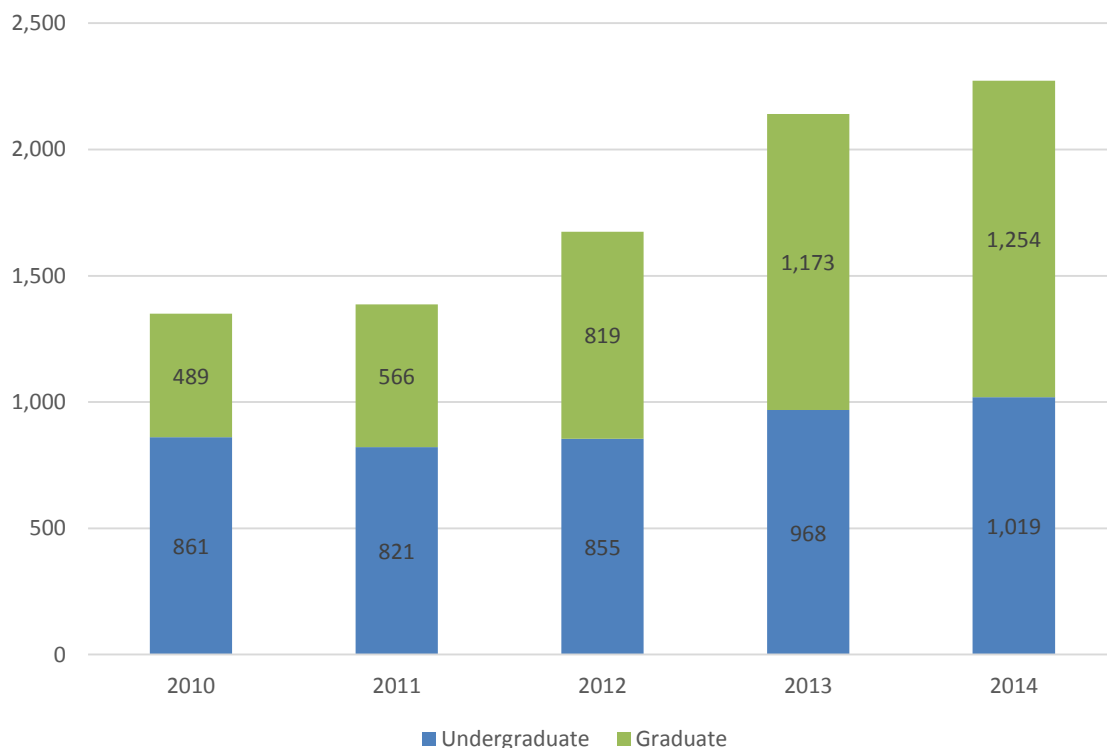
1. Marketing and promotional materials have been created and translated into five different languages
2. A dedicated staff and communications tools have been put in place to assist in answering inquiries from agents and their students
3. Dedicated and regular on-going communications have been undertaken, including:
 - a. Monthly E-Newsletters
 - b. Agent Focused Webinars
 - c. Targeted Email Blasts
 - d. Agent Resource Tool Kit
4. Delivering agent training, both online and in-person (abroad)

International Recruitment

A systematic review of the international student enrolment over the last five years at the University of Windsor shows the following.

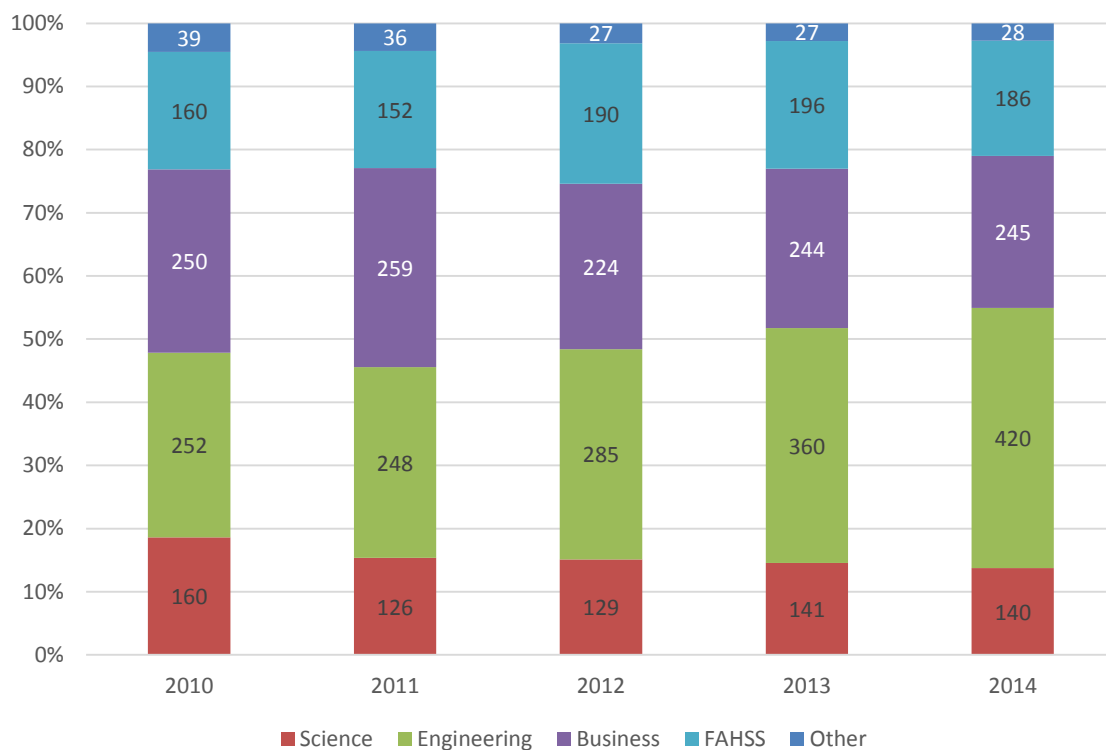
Total International Student Recruitment

- Average year-over-year increase in full-time international student enrolment [+12%, n= 1,350 (F2010) vs. 2,273 (F2014)]
- Full-time undergraduate enrolment growth increased by 18% in F2014 (+51) compared to previous year
- Majority of five-year enrolment increase directly attributed to growth at graduate level and expansion of course-based graduate programs



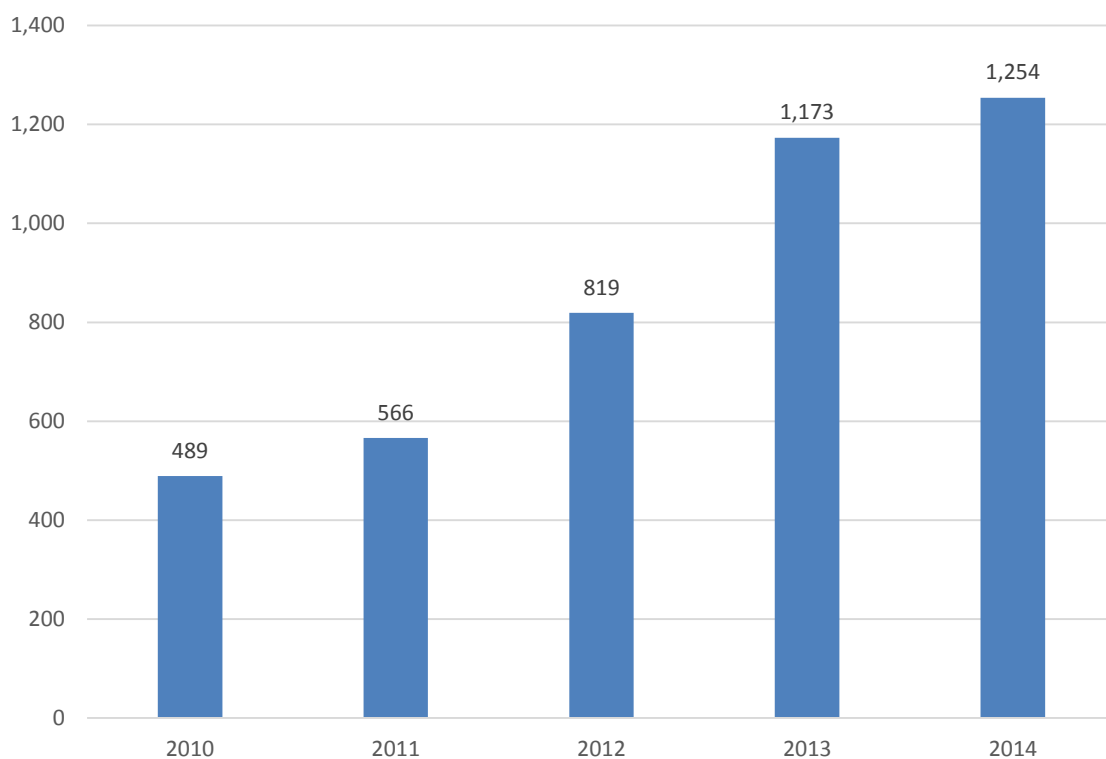
International Undergraduate Students by Faculty

- Full-time undergraduate enrolment has increased modestly (+158)
- Growth seen within Faculty of Arts, Humanities and Social Sciences (16%, +26), Engineering (67%, +168)
- Modest decreases seen within the Faculty of Science



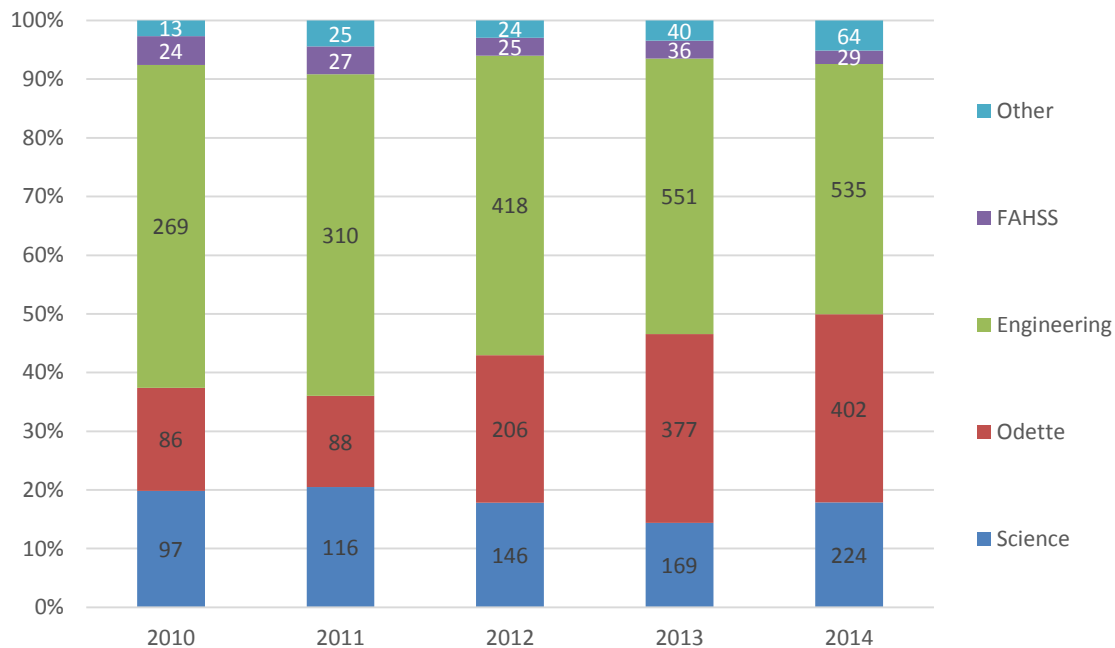
International Graduate Students

- Full-time international graduate student body has increased consistently since 2010 (+765)



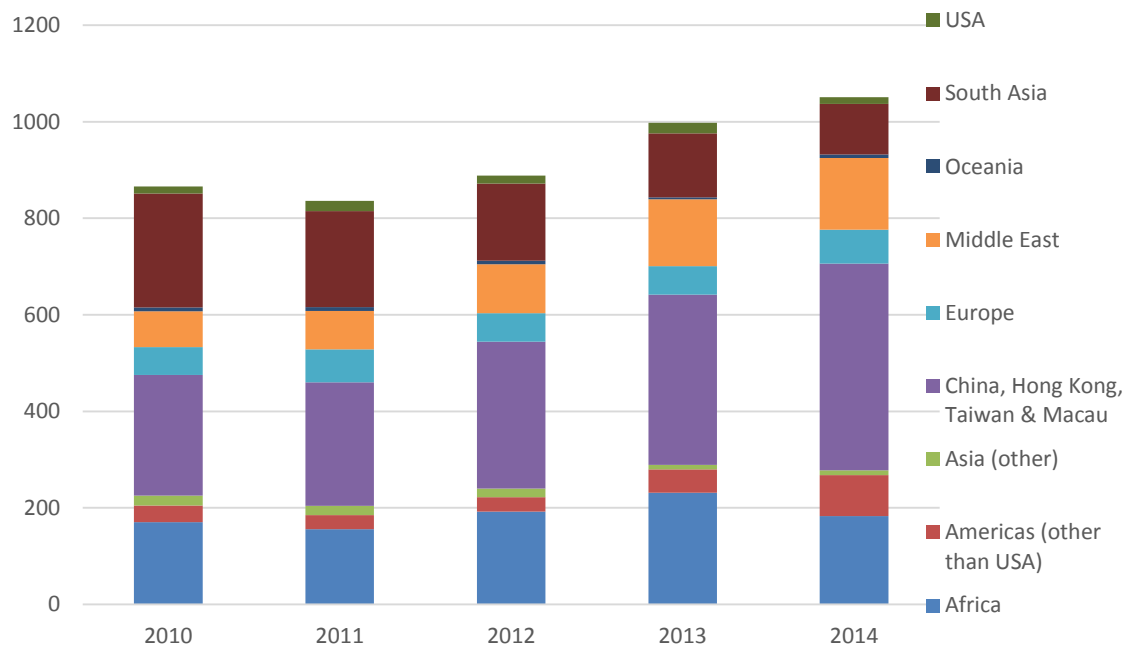
International Graduate Students by Faculty

- Full-time graduate program enrolment has diversified
- Graduate growth experienced in both Business (+316) & Engineering (+266) as a result of the course-based program offered within these Faculties
- Inception of new programs within Faculty of Science has resulted in net increase of full-time international graduate students (+127)

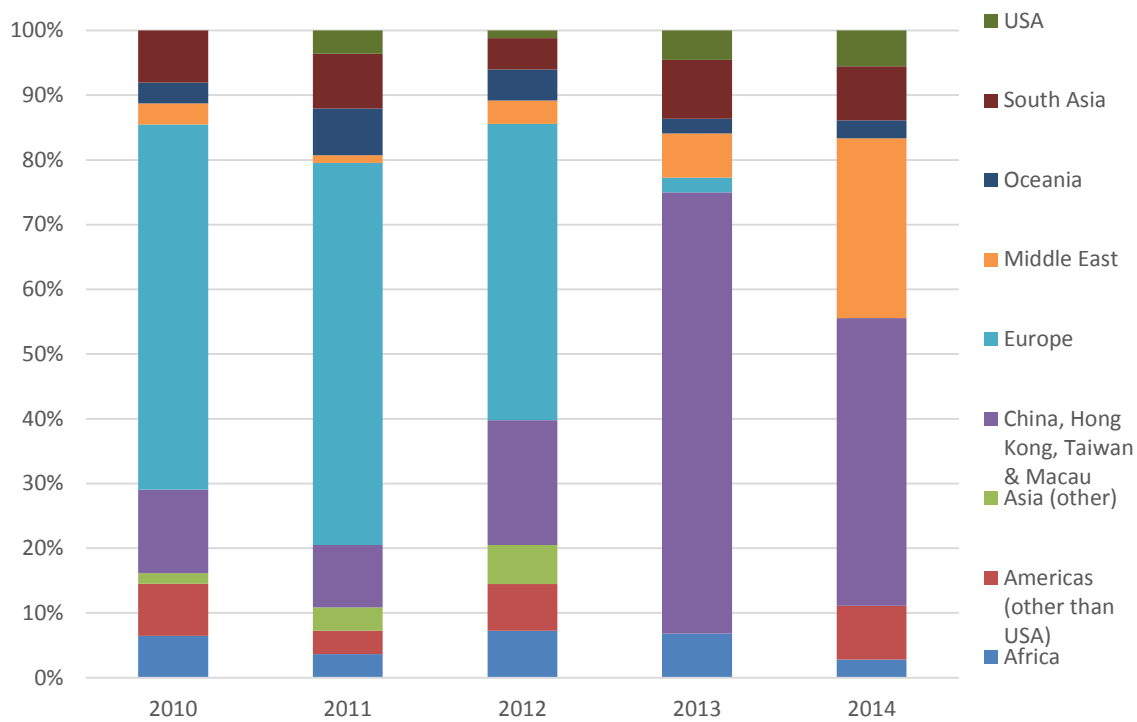


Origin of Full-Time International Undergraduate Students

- China represents the largest diaspora of full-time international students
- Growth experienced in both Middle East and Africa

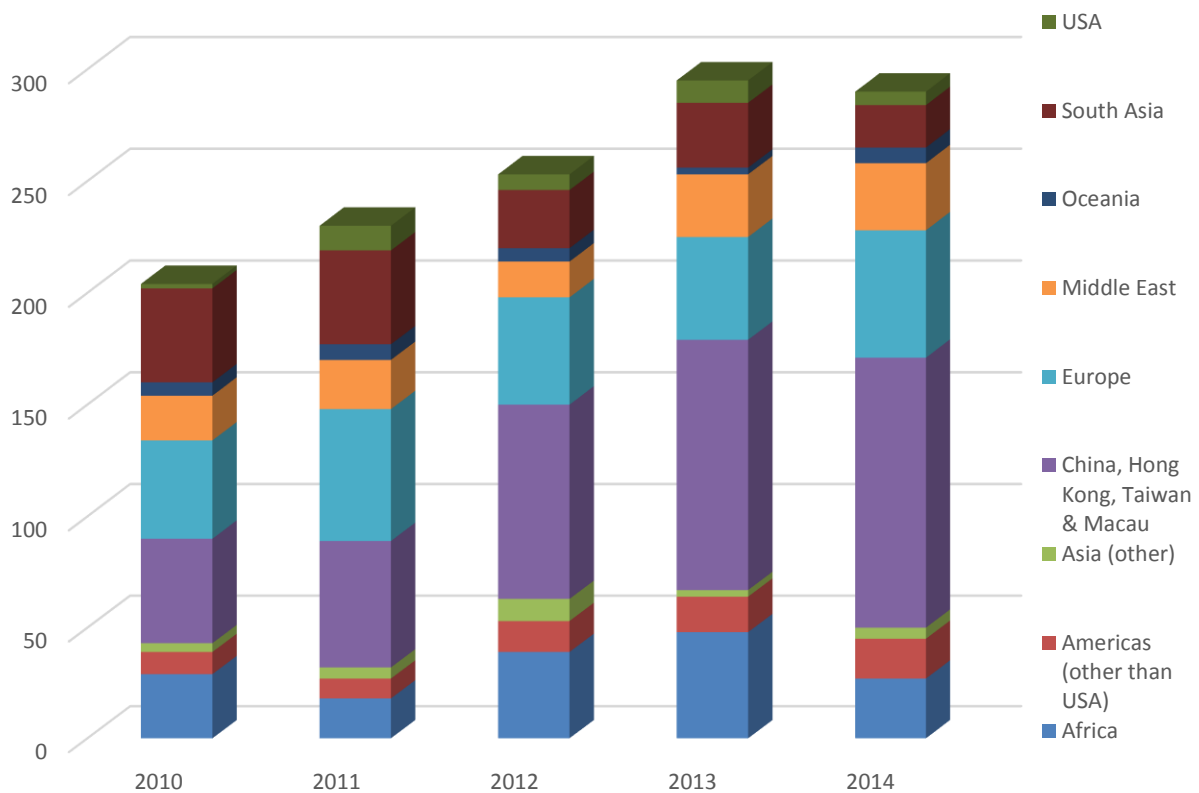


Majority of students electing to transfer to the University of Windsor are from both China and Middle-East



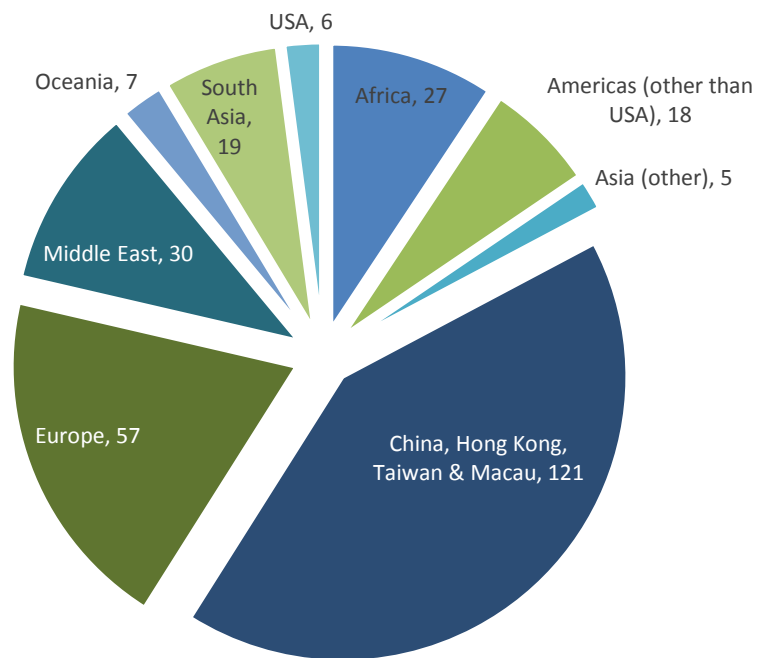
Origin of New Undergraduate Students

- China is well represented as the origin of incoming undergraduate students



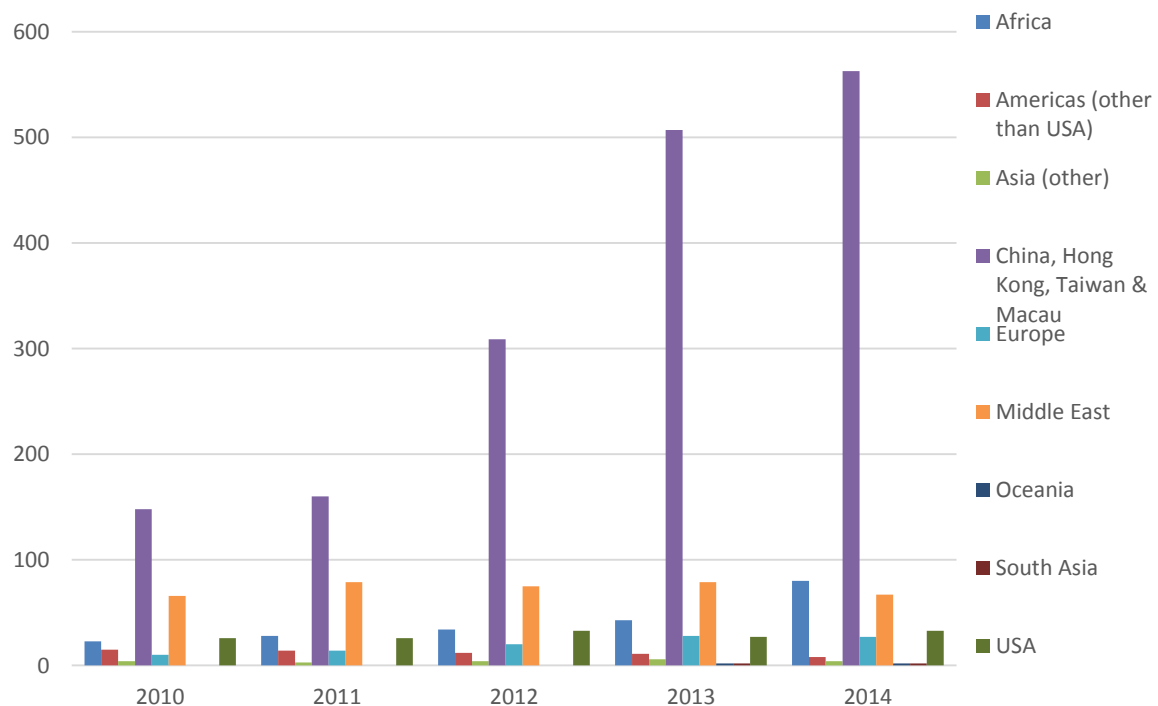
Origin of New Undergraduate Full-Time Students: Fall 2014

- A significant number of new undergraduate students starting Fall 2014 originate from China



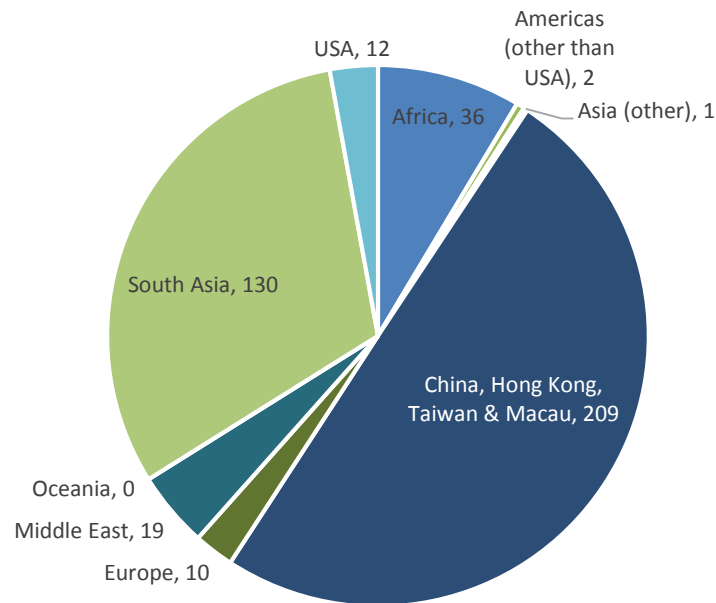
Origin of Graduate International Students

- The majority of graduate international students originate from China



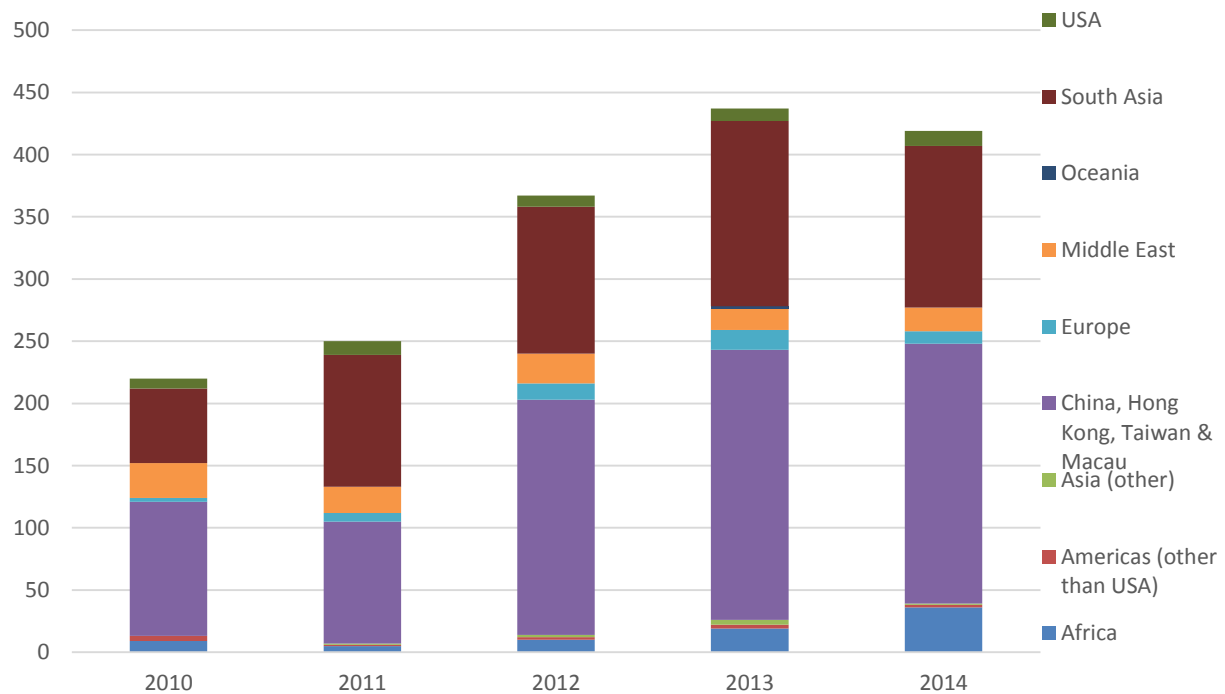
Origin of New Full Time Graduate Students Fall 2014

- The majority of graduate international students originate from China and South Asia



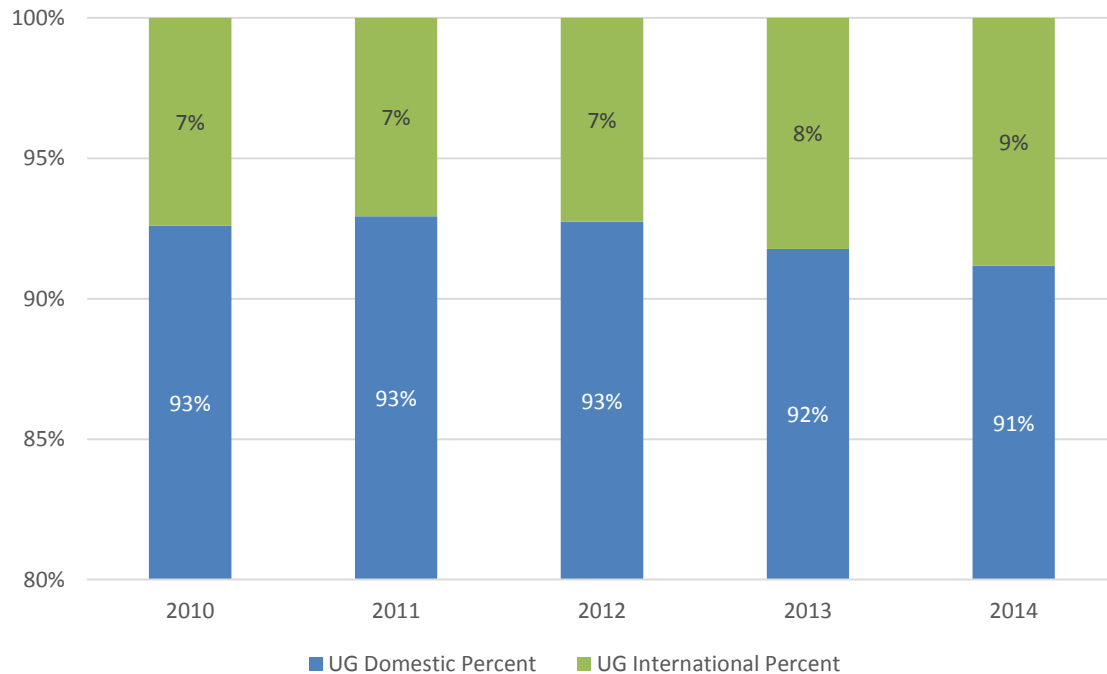
Origin of New Full-Time Graduate Students

- Graduate international students originate mainly from China and South Asia



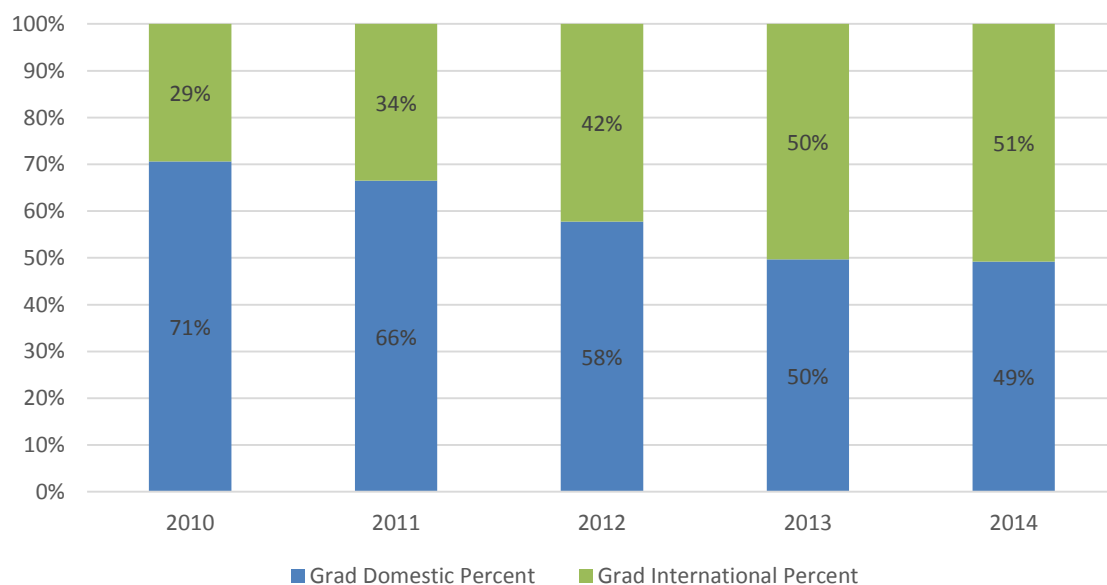
Undergraduate Domestic and International Enrolment by Percentage

- The percentage of international undergraduate students has increased slightly in the past two years whereas the percentage of domestic students shows a slight decrease



Graduate Domestic and International Enrolment by Percentage

- The percentage of international graduate students has been steadily increasing over the past four years
- More than half of all graduate students are international



Centre for English Language Development (CELD)

The following outlines the student enrolment that CELD experienced from 2010 until 2014 within the following English language training programs:

- English Language Improvement Program (ELIP)
- English for Academic Preparation Program (EAPP)

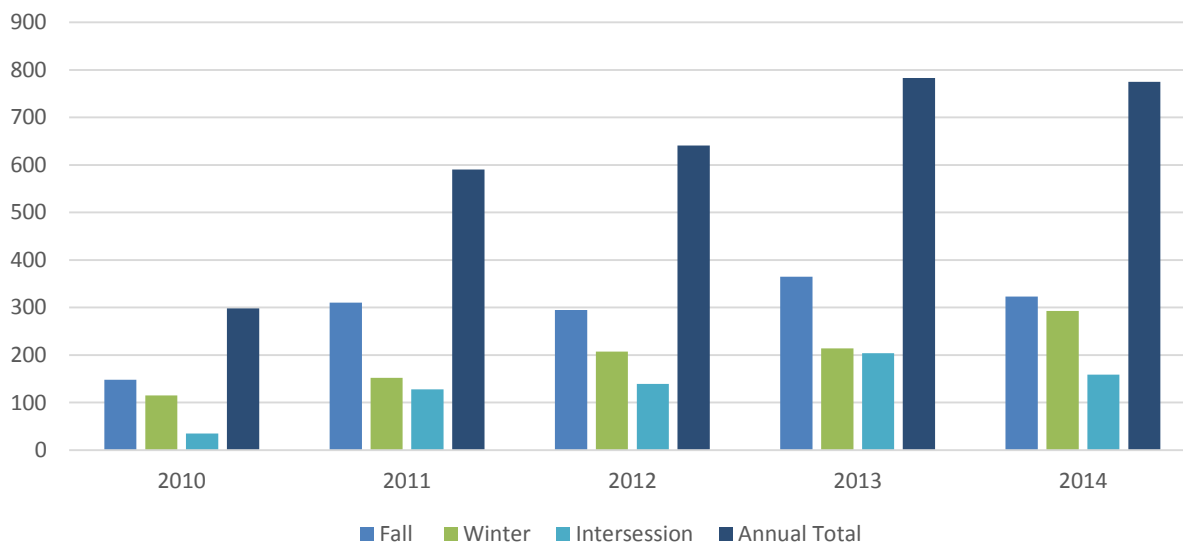
To provide some context to the numbers below, it should be noted that ELIP was moved to its current CELD location in the winter term of 2009. The transition period and shift in promotion of the new facility resulted in a definite drop in numbers that were reclaimed by 2011. It should also be noted that in the Fall of 2010, ELIP was approved by Senate as a measure of English proficiency for academic admission. This streamlined the conditional admission process and improved enrolment. In 2011, ELIP was seeing an increase in graduate student enrolment. This was largely due to the recruitment efforts of the Centre for Executive and Professional Education (CEPE). The addition of ELIP 3 – Fast Track in 2013 allowed for increased enrolment in the intersession term.

With a mandate to increase enrolment to 500 students per term, CELD has played an active role in student recruitment and market development in China, South Korea, Turkey, Brazil and Mexico. In the Fall of 2013 and 2014, CELD reached its occupancy capacity. The acquisition and renovation of Winclare C on the main campus is scheduled to open on July 1, 2015. This will allow CELD to accommodate an additional 180 students per term.

ELIP Program

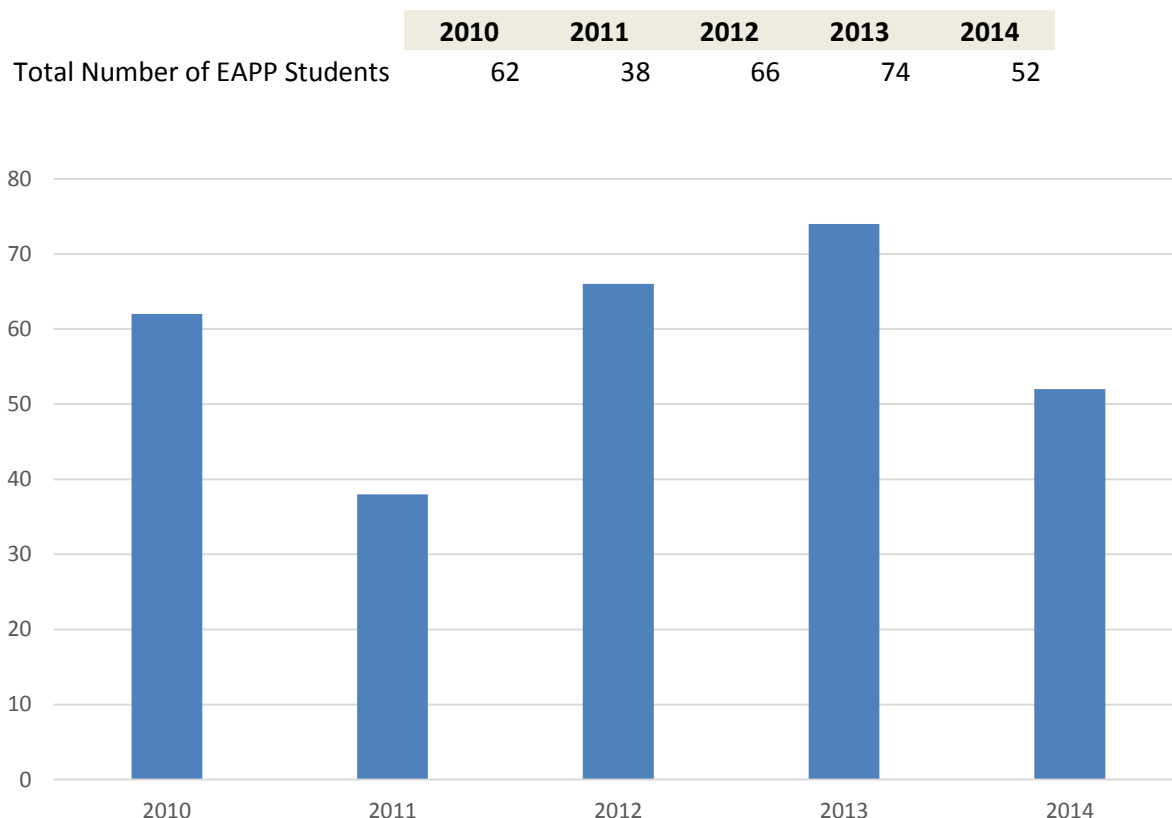
ELIP Enrolment 2010 -2014

	2010	2011	2012	2013	2014
Fall	148	310	295	365	323
Winter	115	152	207	214	293
Intersession	35	128	139	204	159
Annual Total	298	590	641	783	775



EAPP Program

EAPP enrolment is fairly steady. This program was typically offered in July only. In 2011, CELD offered this program in the Fall semester as well. Changes in processing applications for this program resulted in an increase in enrolment over the last two years. A drop in enrolment during 2014 balanced somewhat in that students normally slotted for EAPP were referred to participate in the ELIP 3 – Fast Track program.



Enrolment Trends

In 2013/14, there were a significant number of changes that impacted enrolment in CELD:

- Shift to multi-agent recruitment strategy by October 2013
- Delayed training of recruitment agencies
- Dissolution of the Director of International Admissions position and team
- Revised international admissions process in 2014
- Systemic challenges in processing conditional admission including ELIP
- Changes to processing admissions for Canadian Curriculum schools in China

Impact on Academic Admission

CELD has made a concerted effort to improve student progression and transition into academic studies. Revisions to our curriculum and standardized lessons have proven to yield a greater throughput for our students. In 2013/14, CELD graduated a total of **748** students through its language training programs. All of these students pursued academic studies at the University of Windsor following their training at CELD.

The majority of these students transitioned from ELIP. Of this number, 30% percent of the students were heading into graduate studies with the remaining 70% percent of students heading into undergraduate studies.

International Agreements 2013 – 2014

The following table outlines the agreements the University of Windsor has entered in 2013/2014. The table also includes pending agreements. This list includes two satellite ELIP programming agreements with Chinese institutions.

COUNTRY	INSTITUTION	AGREEMENT	STATUS
China	Beijing City University	MOU -- Staff/Student Exchange	Finalized
		Satellite ELIP programming	Beginning March 16, 2015
	East/West Training	Satellite ELIP programming	TBD
	Southwestern University of Finance and Economics, China (SWUFE)	1+3 Collaboration	Pending Approval
Brazil	University of Sao Paulo	MOU -- Staff/Student Exchange	Pending Approval
	UNICAMP	MOU -- Staff/Student Exchange	Pending Approval
	UNESP	MOU -- Staff/Student Exchange	In Negotiation Stages
	UNAERP	MOU -- Staff/Student Exchange	In Negotiation Stages
	University of Brasilia	MOU / Work Plan	Pending Approval
India	India School of Mines (ISM)	General Agreement	In Negotiation Stages
Turkey	Bilgi University	General Agreement	Finalized
	Yasar University	MOU -- Staff/ Student Exchange	Finalized
	Atilim University	General Agreement	Pending Approval
Mexico	Technologico de Monterrey	General Agreement	In Negotiation Stages
United Kingdom	Bangor University	MOU -- Staff/Student Exchange	Executed – Copies Mailed to Bangor

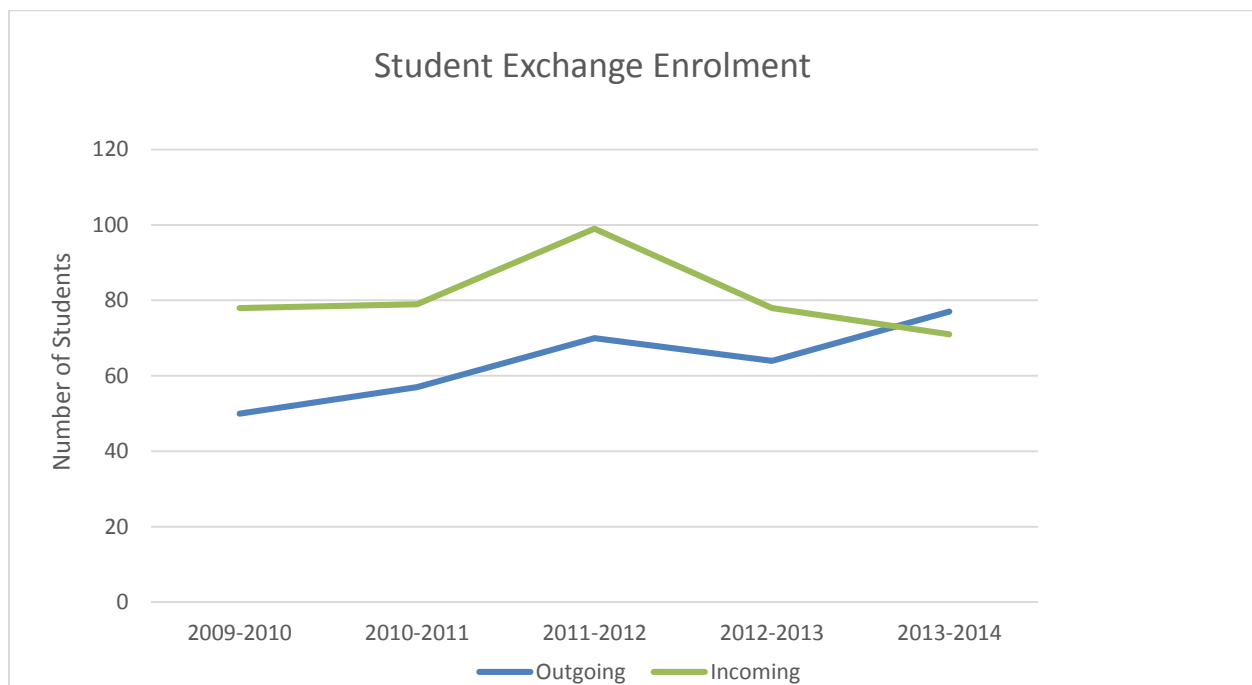
In 2014, Dr. Wildeman was part of a Canadian Consortium of University Presidents who visited both Ankara and Istanbul, Turkey. This Consortium was coordinated by the Ontario Ministry of Training Colleges and Universities (MTCU) in an attempt to bridge further collaboration between Canada and Turkey. The four days included meetings with the President of the Council of Higher Education of Turkey, the President of the Scientific and Technological Research Council of Turkey; the Minister of Science, Industry and Technology and the Deputy Minister of National Education. The delegation was also treated

to tours and a panel discussion with senior officials from the following Turkish universities: Istanbul Technical Institute, Bahcesehir, Bogazici Koc, Sabanci, Ozyegin, Atilim and Bilgi.

Student Exchange & International Co-op Programs

The University of Windsor manages a total of 54 student exchange agreements with universities across the world. The graph below outlines exchange student enrolments, both incoming and outgoing, for the past five years.

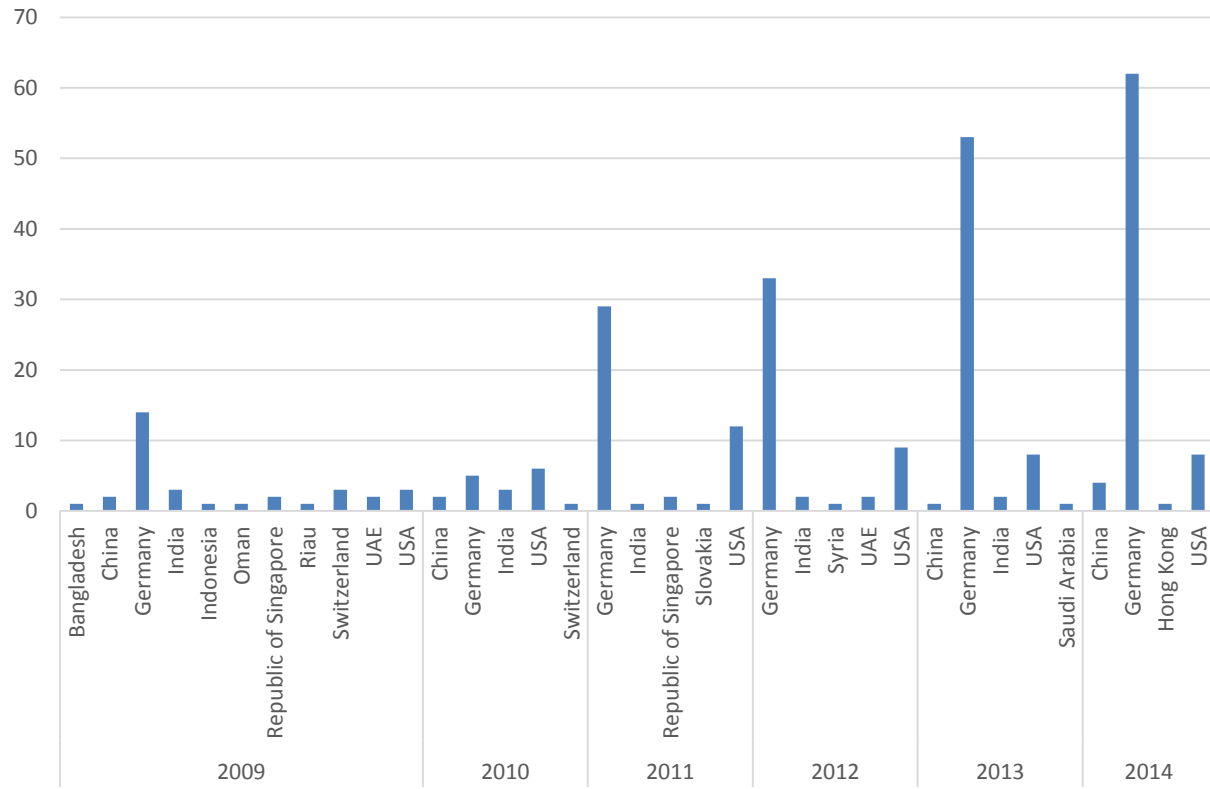
The University of Windsor's student exchange program is managed through the International Student Centre and is supported by the Director of International Affairs and an Administrator.



Co-operative education programs are managed through the University of Windsor Student Success Centre. In 2014, a total of 75 students participated in international co-op opportunities. Of these, 65 were students from the Faculty of Engineering. Students from other academic areas placed in 2014 included Business Undergraduate (7), Computer Science (1) and Physics (2).

A significant number of students will continue to be placed in Germany in 2015. Currently, a total of 15 students have been placed at The Schaeffler Group in Germany for Winter 2015. Also, additional students will be placed another German company, TÜV NORD, for the first time in Summer 2015.

The following chart outlines the international co-op placements by country. A significant number of students placed internationally complete their placements in Germany.



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