

NOTICE OF MEETING
There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Tuesday, December 13, 2016 at 2:00pm-4:00pm
In Room 209 Assumption Hall
AGENDA

Formal Business

- 1 Approval of Agenda**
- 2 Minutes of meeting of October 25, 2016**
- 3 Business arising from the minutes**
- 4 Outstanding business**
 - 4.1 Internationalization Annual Report (2015-2016)**

APC161213-4.1
APC161213-4.1.1
Dr. R. Balachandar

Items for Information

- 5 Reports/New Business**
 - 5.1 Leddy Library Annual Report (2015-2016)**
 - 5.2 PhD in Nursing – Admission Requirement Changes**

APC161213-5.1
Ms. J. Dalton

APC161213-5.2

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: **Internationalization Annual Report (2015-2016)**

Item for: **Information**

**Academic Policy Committee
University of Windsor**

Internationalization Annual Report (2015 – 2016)

Dr. Ram Balachandar, Vice-Provost, International Development

1. Executive Summary

A. Introduction

Established in October 2014, the Office of the Vice-Provost, International Development oversees internationalization at the University of Windsor.

2015/16 was a busy year in terms of internationalization activities including those related to international recruitment, international collaborations, and student and stakeholder engagement. This report provides a summary of these activities.

The comprehensive 2015/16 internationalization report is attached herewith.

B. Goals and Objectives of Reporting Year

The Office of the Vice-Provost International Development (VP-ID) has made a concerted effort over the last year to engage internal and external stakeholders in internationalization efforts to enrich our campus and the extended community. The activities and initiatives noted below are related to such efforts.

C. Successes

1. The University continued to have a presence at a broad range of marketing and promotional activities across the globe to increase awareness of the institution, showcase high-quality program offerings, and demonstrate international support services available to all our students.
2. 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.
3. The number of ranking systems available to international students is increasing. There are over 50+ national ranking systems and ten global rankings of various significance available to prospective students, and their future employers. As such, we have actively responded to requests to participate in multiple global ranking systems, including Shanghai Jiao Tong Academic Ranking of World Universities and Time Higher Education World Rankings.
4. Recognizing that international students learn about universities primarily online we have engaged multiple international marketing firms (BigChoice Group, Keystone Academic Solutions and SchoolFinder Group) to provide online international student recruitment solutions to increase student prospects & enrollments while diversifying the existing student body for pre-university, Bachelors, Masters, and Study Abroad students.
5. The VP-ID Office hosted a recruitment information session at the Canadian Embassy in Mexico City in March 2016 geared to parents and prospective students.
6. Held a campus information session to discuss the role of Educational Agents in March 2016.
7. In May 2016, the University will host its first ever familiarization “FAM” Tour to welcome over 60 educational agency representatives to Windsor for three days of training and familiarization with the campus.
8. For Fall 2015, the University received 5,193 international applications to our academic programs (2,037 UGrad & 3,128 Grad) with offers made to 2,269 students (861 UGrad & 1,408 Grad) suggesting strong initial interest in the University of Windsor; however, the majority did not elect to attend the

institution. In an effort to increase conversion from accepted to registered, we launched a unique pilot program connecting our current international students with applicants to facilitate sharing their own stories and experiences. To date, the International Student Ambassador program has conducted nearly 3,000 phone calls and connected with over 800+ international Fall 2016 applicants.

9. A Constituent Resource Management (CRM) system was acquired and implemented to better track and manage prospective student leads and international agreements.
10. The University successfully recruited 274 new full-time international undergraduate and 861 graduate students for 2015/16. A new enrollment record was met in Fall 2016 with 2,449 full-time international students electing to study at the University of Windsor (1,008 undergraduates and 1,441 graduate).
 - The Centre for Executive and Professional Education (CEPE) successfully recruited 422 new international students into seven distinct course-based graduate programs offered in partnership with the Faculties of Science, Business and Engineering.
 - CEPE continues to play a crucial role in delivery of high quality services to international graduate students. In Fall 2015, CEPE supported 48.6% of all full-time international graduate students at the University.
11. Welcomed Paul Bailey, Deputy Director from DFATD in July 2015 to present to campus stakeholder about Canada's strategic mandate and the University's role in international recruitment.
12. Championed the approval of revised tuition models for recruitment in Mexico (entrance scholarships for students entering academic studies directly from secondary school in the FAHSS, Business or Engineering undergraduate programs) and Turkey (flat tuition fee for an academic year as part of study abroad opportunity for students coming from Turkey).
13. A revised protocol has been established for international agreements and to manage the approval process in consultation with the Office of the Provost.
14. Over 20 new institutional agreements were negotiated with 16 agreements fully approved and executed for implementation. Ten existing student exchange agreements were renewed for another 5-year term. The following new agreements were approved:
 - AAUA (Nigeria) – Friendship agreement
 - UNESP (Brazil) – General MOU
 - UNICAMP (Brazil) – Study Abroad and Student Exchange
 - Bangor University (UK) – Student Exchange
 - Institut Supérieur d'Électronique et du Numérique (France) – General MOU
 - Indian School of Mines (India) – General MOU
 - GITAM (India) – Study Abroad Pathway Agreement
 - VIT (India) – Study Abroad Pathway Agreement
 - UFV/ SD College (India) – Study Abroad Pathway Agreement
 - KU Leuven FaBER (Belgium) – Student Exchange
 - Global International College (Nigeria) – General MOU
 - Fuzhou Foreign Language High School – Friendship agreement
 - Fuzhou No11 High School – Friendship agreement
 - Fuzhou Senior High School – Friendship agreement
 - Zhengzhou No. 4 Middle School – Friendship agreement
 - Zhengzhou No. 47 Middle School – Friendship agreement
15. Coordinated and hosted several delegation visits to campus as well as signing ceremonies at the University of Windsor. Delegates from the following universities visited campus:
 - AAUA (Nigeria)
 - BILGi (Turkey)
 - KU Leuven (Belgium)
 - Indian School of Mines (India)
 - Institut Supérieur d'Électronique et du Numérique (France)

- SD College and University of Fraser Valley (India)

16. The Centre for English Language Development opened its second location in the former Winclare A in Vanier Hall. This newly renovated space on campus will allow for enhanced services and increased programming.
17. Over 400 students were successfully admitted into academic programs through the English Language Improvement Program (ELIP) pathway. Sixty-five percent of these students entered graduate programs with the remaining 35 % entering undergraduate programs.
18. An additional 50 students were successfully admitted into professional graduate programs through the English and Academic Preparation Program (EAPP) pathway.

D. Challenges

There are many challenges that need to be resolved; some are in progress since our last update:

1. 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]
2. An ERP 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]
3. Improvements should be undertaken to enable students entering the English Language Improvement Program register via the Student Information System. [Ongoing]
4. 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]
5. 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]
6. 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]
7. The VP-ID Office needs to be part of the discussions dealing with admission policies and protocols for international students as implementation of new processes in isolation impacts training for educational agencies and have the potential to hamper recruitment efforts.

2. **Report**

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

Strategic Priorities:

1. Provide an exceptional and supportive undergraduate experience

- Facilitate recruitment, conversion, and successful transition into all undergraduate programs
- Provide pathway programs to enable access to high quality undergraduate education
- Establish a system to enable Faculties to communicate to students how an international experience can be incorporated into their degree

- Increase student participation in mobility programs
- Enhance supports available to international students to ensure that they have a rich learning and cultural experience

2. Pursue strengths in research and graduate education

3. Recruit and retain the best faculty and staff

4. Engage Windsor-Essex community

- Build partnerships within the community to increase awareness of Windsor-Essex as a study destination and pathways to the University's programs and services

5. Promote international engagement

- Increase the capacity of our students, faculty, staff and alumni to engage internationally
- Enhance our global presence
- Support the development and communication of strategic partnerships, including short-term, issues-based partnerships and within all areas of geographic focus
- Facilitate connections to support UWindsor international collaborations for both research and student learning

B. Future Actions/Initiatives

The 2016/17 academic year will see our activities focus on the following:

- Development of a comprehensive international enrolment committee comprised of representatives of all Faculty, Deans, and Senior administrators to better predict enrolment.
- Increase student mobility within our student exchange programs by 10%.
- Promote market-specific tuition models, or scholarship programs, in priority education markets, including Brazil, China, India, Mexico, North Africa and the Middle East, and Vietnam.
- Expend the delivery of language training programs presently taking place in China to support recruitment.
- Develop, in collaboration with key institutional stakeholders, and implement the University of Windsor's "Internationalization Plan" and strategy.
- To improve international recognition, web presence, and media awareness, participate in the QS Stars program. The QS Stars in companion to the QS Rankings that facilitates the evaluation of a university across a broader range of criteria with respect to established thresholds rather than performance of others. The objective is to allow UWindsor to shine, irrespective of our size, shape, and mission by providing an opportunity to reach out to our prospective students and stand out and be recognized for our internationalization excellence.
- Replace the existing online campus tour with an immersive interactive web-based virtual reality experience utilizing the professional services of YouVisit, a global leader in virtual tours and virtual reality.
- Continue to enhance our educational agent quality assurance process by developing and implementing a student review and "stars" model for our educational agent network; thereby enabling our students to provide feedback on their personal experience, promoting the delivery of strong client-centric service delivery by our agents, and identifying firms of concern.

C. Recommendations for Senate consideration (if any)

1. 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]

INTERNATIONALIZATION

2015-2016 Senate Report

Dr. Ram Balachandar
Office of the Vice-Provost, International Development

Table of Contents

Internationalization at UWindsor	2
International Collaborations	2
International Agreements	2
Protocol	2
2015/16 Agreements	2
International Delegations	3
Promoting the UWindsor Brand	7
Marketing and Recruitment Initiatives	7
Online Marketing	7
Web	7
Redesigned Material	7
Global Print Hub	8
Building Relationships	8
International Student Ambassadors Program	10
Pre-arrival Webinars	10
Customer Relationship Management (CRM) Platform	10
YouVisit Campus Tour	11
Agent Network	11
Stakeholder Engagement	12
International Forum	12
DFATD Presentation	13
Consulate General of India Visit	13
Educational Agents Panel Discussion	13
International Rankings	14
Shanghai Ranking	14
THE Ranking	14
International Student Engagement	15
International Student Barometer	15
Scholarships	16
Cooperative Education	17
International Co-op Opportunities	17
Current International Students in Co-op Placements	17
International Student Centre	17
Spotlight on Faculty Led Initiatives	18
Faculty of Education	18
English Language Programming	19
The Centre for English Language Development	19
New Programming in 2015/16	19
English Language Improvement Program (ELIP)	19
English and Academic Preparation Program (EAPP)	20
Language Testing	20
Property Expansion	20
Course Based Graduate Programs - CEPE	21
Appendix	22
International Student Enrollment (Study Level)	22
Source Countries	22
International Student Enrollment (Region)	23
International Undergraduate Student Enrollment (Continent)	24
CEPE Student Enrollment (Selected Programs)	25
CELD Student Enrollment	25
Report Contributors	26
References	27

Internationalization at UWindsor

The University of Windsor is committed to internationalization. The Office of the Vice-Provost, International Development was established in October 2014 to support this commitment.

This report outlines the internationalization activities and initiatives spearheaded by the Office of the Vice-Provost, International Development in 2015/16. In addition, the report includes information on international student recruitment and marketing initiatives undertaken and current enrollment figures.

Internal and external stakeholders were engaged in internationalization efforts to enrich our campus as well as the extended community. The activities and initiatives noted below are related to such efforts.

International Collaborations

International Agreements

Protocol

A new approval process has been implemented for all international agreements. A continued effort to streamline this process for all campus stakeholders is in progress.

A Constituent Relationship Management (CRM) software was purchased in order to manage international student leads. The CRM is also being utilized to manage international agreements. The CRM allows for storing agreements, managing communications as well as tracking the approval process. A CRM procedure document is under development. More detailed information regarding the CRM is highlighted later in the report.

2015/16 Agreements

The following new agreements have been finalized in 2015/16:

Institution	Country	Agreement Type
AAUA	Nigeria	Friendship
UNESP	Brazil	General MOU
UNICAMP	Brazil	Study Abroad & Student Exchange
Bangor University	UK	Student Exchange
Institut Supérieur d'Électronique et du Numérique	France	General MOU
Indian School of Mines	India	General MOU
GITAM	India	Study Abroad Pathway
VIT	India	Study Abroad Pathway
UFV/SD College	India	Study Abroad Pathway
KU Leuven FaBER	Belgium	Study Exchange
Global International College	Nigeria	General MOU
Fuzhou Foreign Language High School	China	Friendship
Fuzhou No11 High School	China	Friendship
Fuzhou Senior High School	China	Friendship
Zhengzhou No4 Middle School	China	Friendship
Zhengzhou No47 Middle School	China	Friendship

The following **Exchange Agreements** have been renewed in 2015/16:

- Charles Darwin (Australia)
- University of Essex (UK)
- Hogeschool van Arnhem en Nijmegen (Netherlands)

- University of Lucerne (Switzerland)
- University of Herfordshire (UK)
- Universitat Mannheim (Germany)
- Kingston University (UK)
- University of Leicester (UK)
- Côte D'Or Burgundy School of Business (France)
- Southampton Solent University (UK)
- University of Derby (UK)
- University of the West Indies (MONA Campus)

The International Student Centre manages the international student exchange process both for incoming and outgoing students. In 2015/16, a total of 83 UWindsor students participated on an out-bound exchange opportunity and 85 in-bound students came to UWindsor as part of student exchange.

The following agreements are in process and awaiting final approval.

Institution	Country	Agreement Type
University of Sao Paulo	Brazil	Student Exchange
Fundação Armando Alvares Penteado	Brazil	Study Abroad Pathway
La Trobe University	Australia	Student Exchange
Karlstad University	Sweden	Student Exchange
Manchester University	UK	Study Abroad Pathway
Technológico de Monterrey	Mexico	General MOU
The Hong Kong Polytechnic University	Hong Kong	Student Exchange

International Delegations

The following include the international delegations hosted through the VP-ID Office. The visits were intended to initiate discussions regarding future partnerships or to sign new agreements.

SD College and University of Fraser Valley

Institution Overview	The University of the Fraser Valley (UFV) is an accredited Canadian Public University based in BC, Canada. UFV delivers internationally recognized programs at GGDSD College in Chandigarh. SD College is an affiliate of the Panjab university and is known for its commerce department.
Delegates	Dr. Bhushan Sharma, Principal, SD College Mr. Gurneet Singh Anand, Associate Director, UFV India
Country	India
Visit Details	The delegates were given a tour of the campus. A series of meetings followed including a meeting with the Odette School of Business Dean.
Outcome	Development of a study abroad pathway agreement. This agreement has been executed.

Bilgi University

Institution Overview	Bilgi University is one of Turkey's largest private universities. The school has three campuses in the heart of Istanbul. Bilgi joined the <i>Laureate International Universities</i> network in 2006. Bilgi University has more than 150 undergraduate and graduate programs in business, architecture, arts and sciences, engineering, economics, health sciences etc.
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Delegates	Dr. Samil Erdogan, Director, International Office
Country	Turkey
Visit Details	The delegate was given a campus tour. UWindsor leadership were invited to attend a presentation facilitated by Dr. Erdogan on the educational landscape in Turkey as well as Bilgi University. A meeting was then held with the President, the Provost and the Vice-Provost, International Development.
Outcome	UWindsor has an existing general MOU with Bilgi. The visit provided the opportunity to discuss more specific collaborations. The visit also cemented the relationship. Discussions with Bilgi University continue. The Director of International Development will meet with Dr. Erdogan at the upcoming NAFSA conference.



Dr. Erdogan's presentation to UWindsor leadership.

Indian School of Mines

Institution Overview	ISM is a technical institute in India offering programs in engineering, business and science.
Delegates	Dr. Dutta, Professor and Head, Department of Civil Engineering Dr. Sanket Nayak, Assistant Professor, Department of Civil Engineering
Country	India
Visit Details	The visit was coordinated through the Faculty of Engineering. The Vice-Provost, International Development met with the delegation and provided the agreement for signature.
Outcome	A general MOU was executed with this institution. Two visiting professors arrived in Windsor to collaborate with Dr. Das of Civil and Environmental Engineering. A student is arriving in May to work with Dr. Balachandar for a period of 12 weeks.

Adekunle Ajasin University

Institution Overview	Adekunle Ajasin University, Akungba-Akoko is a public university in Nigeria. AAUA offers undergraduate and post-graduate programmes in Science, Arts, Education, Law, Social Sciences, Management Sciences and Agricultural Sciences.
Delegates	Dr. Amos Ajibefun, Vice-Chancellor
Country	Nigeria
Visit Details	The delegate was given a campus tour. A meeting was held with the President, the Provost, the Vice-Provost, International Development and the Associate Vice President Academic followed by a signing ceremony.
Outcome	Signing Ceremony. A friendship agreement was signed. Additional possible areas of collaborations were also discussed and are being explored.



AAUA and UWindsor Signing Ceremony.

ISEN

Institution Overview	ISEN is a private engineering school in France. It has three campuses, one of which is in Toulon. Student population at ISEN-Toulon totals 650. ISEN employs a total of 50 full time professors.
Delegates	Dr. Frédérique Robert-Inacio, Head of International Office
Country	France
Visit Details	A tour of the Centre for Engineering Innovation building and labs was given followed by a meeting with the Faculty of Engineering and the Canada Research Chair for the Development and Optimization of Metal Forming Processes.
Outcome	The visit provided for an initial discussion regarding possible areas of collaboration.

KU Leuven

Institution Overview	KU Leuven is Belgium's largest university and, founded in 1425, one of the oldest and most renowned universities in Europe. As a leading European research university and co-founder of the League of European Research Universities (LERU), KU Leuven offers a wide variety of international master's programmes, all supported by high-quality, innovative, interdisciplinary research.
Delegates	Christophe Delecluse, Dean of the Faculty of Kinesiology and Rehabilitation Sciences Daniel Daly, Professor, KU Leuven
Country	Belgium
Visit Details	The Faculty of Human Kinetics arranged for this visit. The VP-ID Office assisted with developing and vetting the agreement and arranged for the signing ceremony.
Outcome	Signing Ceremony. A student exchange agreement between the human kinetics departments at both institutions has been executed. Additional collaboration with KU Leuven is under development.



KU Leuven and UWindsor Signing Ceremony.

Promoting the UWindsor Brand

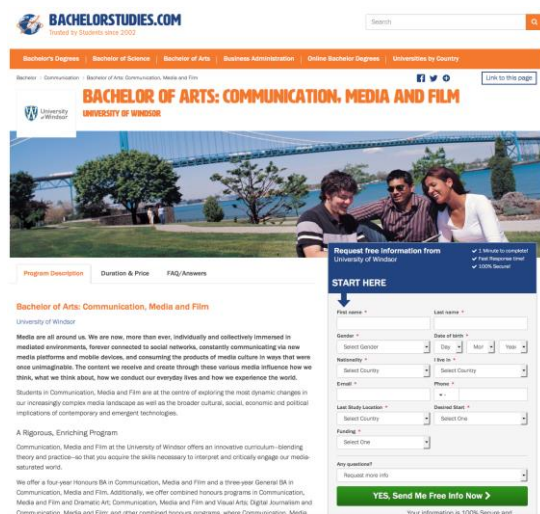
One of the most notable trends in higher education branding and marketing is that institutions, including the University of Windsor, are dedicating more attention to these functions than in previous years. Perhaps one of the largest areas of innovative growth is the online and digital space. As the majority of our prospective international students identify as “Generation C”, with the C standing for “connected”, they primarily rely on real-time social, local, and mobile technology to search out information pertaining to higher education services. This presents a unique opportunity to strategically promote the University to prospective students via select online marketing channels; thereby, helping us to become “virtually connected” with them.

Marketing and Recruitment Initiatives

Online Marketing

As such, we have partnered with an extensive network of global online advertisers to help extend our “reach” utilizing a variety of online or electronic tools, including targeted email campaigns, international language translations, nurture campaigns, banner ads, featured scholarships, and newsletters. Through our engagement with online marketing providers, we look to generate prospective student leads and facilitate the communication of accurate information on our school, programs, international prerequisites, costs and application deadlines to students, parents and counsellors.

For an example, please visit: studyincanada.com, bachelorstudies.com, and studyoverseas.com.

The image is a screenshot of the BachelorStudies.com website. At the top, there's a navigation bar with links for Bachelor's Degrees, Bachelor of Science, Bachelor of Arts, Business Administration, Online Bachelor Degrees, and Universities by Country. Below this, a banner for the University of Windsor's Bachelor of Arts: Communication, Media and Film program is displayed. The main content area features a 'Request free information from University of Windsor' form. The form includes fields for First Name, Last Name, Gender, Date of Birth, Nationality, Email, Phone, and a dropdown for 'Any questions?'. A 'YES, Send Me Free Info Now' button is at the bottom of the form. To the right of the form, there's a small text box stating 'Your information is 100% Secure and'. The website also has a search bar at the top right and a 'Link to this page' button.

Example of new online web presence (Keystone Group).

Web

As mentioned earlier, the majority of prospective international students learn about the University online via our website. As such, in partnership with Public Affairs and Communications and Scott Thornley + Company (STC) group, we have embarked in the redevelopment of our international website to further support our recruitment and internationalization efforts. An updated template and refreshed content will be published in mid-2016.

Redesigned Material

Universities need to appeal to an ever-increasing and diverse student base, especially as we strategically evolve our recruitment strategy away from our traditional source markets of India and China. This also includes differentiating ourselves from competitor institutions, which on a global scale can be a significant challenge.

To build upon a strong brand presence in key markets, and ensure that promises around quality of education are preserved, we elected to revisit the brand promise being conveyed by the university in our international print publications. The objective was to ensure these communications are underpinned by facts, data, and evidence demonstrating the quality, and excellence of the university, while helping to strengthen our brand abroad. As such, in collaboration with Public Affairs and Communications (PAC) we completely redesigned the University's international print materials to ensure consistency in our positioning identity, strategy, stated goals, and communications.

To see an example of our current work visit:

<http://web2.uwindsor.ca/pac/publications/InternationalViewbook2016>

Global Print Hub

We continue to utilize a centralized global print house to facilitate the printing and distribution of marketing materials in support of our global recruitment activities and to support the work undertaken by our educational representative network. This approach ensures that the distribution of these critical materials are completed in a cost-effective and efficient manner; thereby, increasing our marketing and promotion Return On Investment (ROI).

Building Relationships

Despite increased digital activity, the most effective marketing strategy for the University of Windsor is event-based involving direct interaction between university representatives and potential students. The following table outlines the recruitment activities undertaken by the University of Windsor in 2015/16.

Recruitment Activities	Country	Locations	Month
China Undergraduate Tour	China	Shanghai Guangzhou Chengdu Shanghai	July
Mexico Business Development	Mexico	Mexico City	August
Edu-Canada Canadian MBA Showcase Tour to India	India	Bangalore Chennai Mumbai Delhi Chandigarh	September
Edu-Canada Fair and Edu Expo	Brazil	Sao Paulo	October
Ontario Universities Fair	Canada	Toronto	
York University English Language Institute	Canada	Toronto	
Imagine Education in Canada	Mexico	Mexico City	
UWindsor Information Session*	India	Ahmedabad	
Canadian Colleges and Universities Congress*	Mexico	Mexico City	
Brazil Higher Education Workshop and Fair	Brazil	Sao Paulo	
iae Global Fall Recruitment Fair*	Canada	Toronto	
Beijing Concord College of Sino Canada	China	Beijing	
China Education Expo	China	Beijing Shanghai	
University of Windsor Graduate Fair*	China	Beijing Shanghai	November
China Friendship School Initiative	China	Shanghai Nanjing Hangzhou Fuzhou Zhengzhou	
Edu-Canada Undergraduate Education Outreach to East and Northeast India	Canada	India (Guwahati and Kolkata)	
University Information Session - International Students (WECDSB)	Canada	Windsor	
Maple Leaf University and College Student Recruitment Fair 2015	China	Dalian Tianjin, Chongqing Wuhan Luoyang, Zhenjiang Shanghai	
FPP - Mexico EduExpo	Mexico	Mexico City Monterey	February
Edu-Canada African Tour	Nigeria	Abuja	

DAWN Educational Expo	Pakistan	Lagos Karachi Lahore Islamabad	March
University of Windsor Graduate Fair*	China	Shanghai Guangzhou Chengdu Shanghai	
World Education Fair Canada*	Canada	Toronto	
UWindsor Information Session	Mexico	Mexico City	
India Aviation 2016 Canadian Trade Commission	India	Hyderabad	
FPP - India EduExpo	India	New Delhi Mumbai Bangalore Chennai	April

* Third party event.



"Experience UWindsor" at Fuzhou Senior High School (China)

The following table outlines the online marketing and promotional activities delivered by UWindsor in 2015.

Format	Type	Total
Online	University of Windsor Promotional Series	32
	Educational Representatives Training Series	5

International Student Ambassadors Program

Prospective international students are often not truly aware of what it is like to be a student at the University of Windsor. So, we created a new pilot initiative to increase applicant awareness of our programs and institution by engaging current international students to share their own personal stories with international applicants, including stories of transition, studying, living, and achieving as a Lancer.

Our ten International Student Ambassadors (ISAs), originate from seven different countries (China, India, Mexico, Nigeria, Pakistan, Saudi Arabia, and Italy) and collectively speak eight languages. They contacted applicants by phone, often in their native language and time zone, to personally share their UWindsor experience and answer any questions that the applicant, or their parents, might have. We hope that through their experiences, prospective students can start imagining studying at UWindsor.



International Student Ambassadors (ISAs) receiving orientation training.

To date, our ISAs have made nearly 3,000 phone calls and have connected with over 800+ international applicants, sharing their experience while identifying individuals who require additional information from a variety of internal stakeholders, such as the Office of the Registrar and Residence Services. This initiative has facilitated institutional follow-up across many service areas.

For more information see: <https://www.uwindsor.ca/intl/isa-2016>

Pre-arrival Webinars

In collaboration with campus stakeholders, including the International Student Centre, Student Recruitment, Residence, and Registrar, we developed and delivered online webinars to all incoming undergraduate and graduate students to help support communication and ease adjustment issues prior to their departure to Canada.

These online orientations enabled new international students to participate from the comfort of their own home, learn more about the UWindsor experience prior to crossing the border into Canada, reduce stress associated with their transition to campus, have their questions answered by an international student advisor, while fostering connections with fellow international students.

Constituent Relationship Management (CRM) Platform

Managing student relationships and services is vital to the success of any university, especially when competing internationally for prospective students. In partnership with the Centre for Executive and Professional Education (CEPE), the Office of the Vice-Provost (International Development) launched a new CRM platform, Maximizer, to increase conversion and effectively manage prospective student leads.

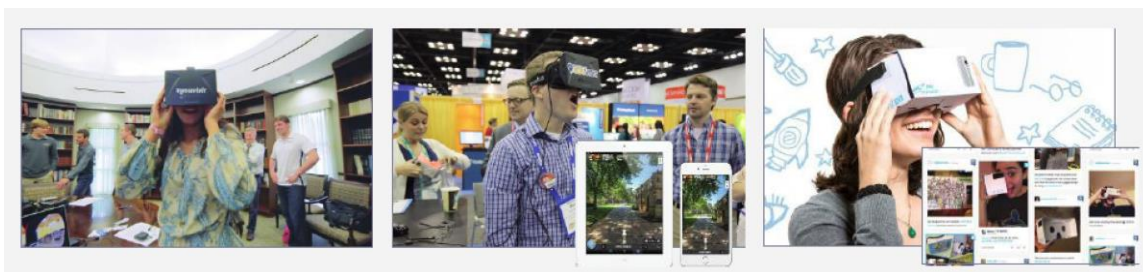
Maximizer CRM enables staff to build meaningful relationships with potential students through advanced lead tracking and sales opportunity management, including sales force and marketing automation. The relationship of each prospective international student who interacts with the university, in person (i.e. fairs, exhibitions, or as part of a high school visit), online (web inquiry or email), or by phone is centrally recorded and managed within the Maximizer CRM; thereby, enabling the University to build, track, monitor, and report on a personalized relationship to increase conversion across the entire student pipeline.

This tool serves two purposes: (1) aiding in the automation and efficiency improvements around the recruitment of international students; and (2) as a pilot for the University's enterprise level CRM providing critical experience and insights. In addition, the analytical features provide a more in-depth profile of our initiates by providing data to quickly identify values that are important, increase our competitive edge and ultimately grow our market-share.

YouVisit Campus Tour

We all know that the University of Windsor has a great story to tell, including our faculty, staff, alumni, the student experience, and world-class facilities. For international students, similar to domestic students outside the Windsor-Essex region, we have difficulties sharing the “UWindsor Experience” because of the physical distance between our campus and a prospective student. As such, in partnership with Student Recruitment we will be transforming our existing online campus tour, currently comprised of a collection of loosely woven videos, into an immersive interactive web-based virtual reality experience utilizing the professional services of YouVisit, a global leader in virtual tours and virtual reality.

We will be creating an interactive experience that connects UWindsor with prospective students across all platforms, including our website, mobile, social media (Facebook) and virtual reality (VR). VR enables our recruitment teams to share the campus and showcase investments made into enhancing the learning environment.



To see examples of other YouVisit campus experiences, please visit:

Niagara College - <http://www.youvisit.com/tour/niagaracollege>

Harvard - <http://www.youvisit.com/tour/harvard>

Brock - <https://discover.brocku.ca/tours>

Agent Network

Universities are in constant competition with one another on the world stage for resources, rankings, reputation, faculty/staff and especially, the recruitment of international students. At the University of Windsor, we utilize a multi-channel marketing and promotion approach to recruit qualified international students to our institution, including using authorized third-party educational representatives, a.k.a. “Agents”.

Partnering agents serve us as a cost-effective extension of our local recruitment team and in-country activities; thereby, extending our reach globally to potential applicants by sharing our stories, brand promise, academic programs, and conveying Windsor-Essex, and Canada, as a study destination. They serve as both ambassadors and gate-keepers within the international recruitment marketplace. The following include our agent network highlights:

- University of Windsor is represented globally by 186 approved “agents” in 101 different countries.
- Educational representatives refer approximately 35% of all full-time international students.
- Recent growth in representation from Brazil, South Korea, Russia, and Mexico.

2015/16 Agent Support Highlights

- Established an agent resource allowing signed agents to access all our training and promotional materials online.
- Developed and delivered three new agent training webinars.
- Delivered Professional Development workshop about Educational Representatives.
- Will conduct the first “Agent Satisfaction Survey” to help collect feedback on how we support our recruitment partners.
- Revised agent agreement to strengthen quality assurance methodologies.

- Provided flexible and remote agent support through various social media, including WeChat, Facebook, and WhatsApp.
- Delivered in-person training and conducted site-visits in Brazil, Mexico, China, India, and Turkey.
- Conducted 24 monthly agent webinars attended by counsellors, business development officers, and leadership.
- Distributed 12 monthly agent eNewsletters.

Quality Assurance

In Summer of 2016, we look forward to conducting our 1st annual Agent Satisfaction Survey. This survey will involve collecting information on the personal experiences that existing international students had with our educational representatives. The objective of this initiative is to measure the level of student satisfaction with the services delivered by individual agencies that represent the university abroad. This information will fill a critical gap in our approach to measure the quality of services provided by educational agents.

Familiarization Tour (2016)

Seeing is believing, especially when we talk about our educational agent network, individuals responsible for promoting our institution to prospective students. And, there is nothing more effective to help them understand our institution than hosting our recruitment partners on campus. As such, we will be hosting our agent network on campus May 15th to 17th, 2016 as part of our 1st Familiarization, or FAM, tour.

The goal of the FAM Tour is to turn our educational agents into *firm believers* of our organization and educational services. It enables us to showcase our school and programs directly to those responsible for referring international students to our University. Educational agents who participate in FAM Tours become more knowledgeable, confident, and motivated to promote the University; especially, once they have experienced first-hand our location, academic programs, and our most important competitive advantage – *outstanding faculty and staff*.

We look forward to reporting back on the effectiveness of this pilot project, including measuring referral and registration rates, awareness levels, and satisfaction of all FAM Tour participants.

Stakeholder Engagement

The Office of the Vice-Provost, International Development makes a concerted effort to engage both internal and external stakeholders in internationalization activities. The following include a number of initiatives involving campus and community stakeholders.

International Forum

The International Forum is an initiative the VP-ID Office initiated and organized in September 2015. Dr. Douglas Kneale opened the Forum which was designed to engage the Windsor and Essex County community through partnership and collaboration, the event brought together pertinent representatives from education, including the K-12 sector and St. Clair College, government, economic development and culture.

This initiative started the discussion surrounding our region as a study destination for international students. Our strengths and opportunities in this context were deliberated and the idea of organizing a formal committee to further explore opportunities was discussed. It was recommended that an international student marketing and recruitment plan be developed for our region.

A post event questionnaire was distributed in order to gauge participant feedback about the session. The participants felt that the event was a great initiative. All of the respondents indicated an interest in formalizing the event.

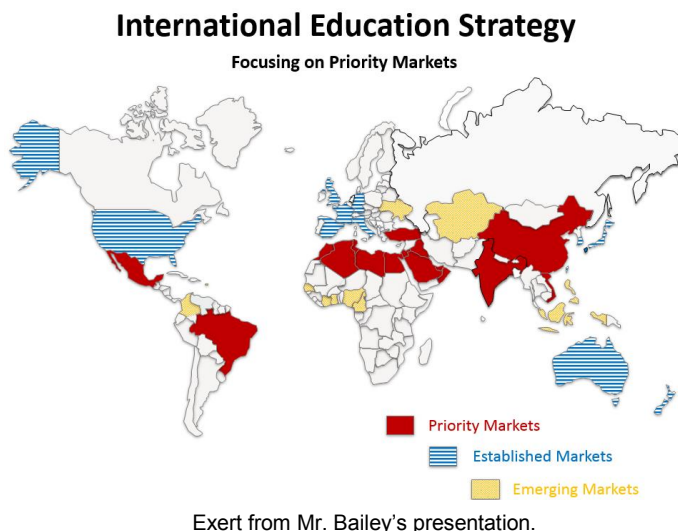
As a result of this initiative, we have developed stronger relations with the participating organizations. The Windsor Essex Catholic District School Board (WECDSB) has since invited our area to participate in a recruitment event and has sourced the services of our Centre for English Language Development (CELD)

in creating and facilitating a short term language program for its students. We have since been in contact with a number of these partners and have invited them to attend additional events.

DFATD Presentation

The VP-ID Office welcomed Mr. Paul Bailey, Deputy Director of International Education with the Department of Foreign Affairs, Trade and Development (DFATD) to campus. The purpose of this visit was for Mr. Bailey to facilitate a presentation focusing on the government's international education strategy including support available for education institutions to effectively promote themselves abroad. UWindsor leadership and pertinent campus stakeholders (i.e. Graduate Studies, International Student Centre, Registrars Office etc.) were invited to this presentation.

Mr. Bailey highlighted the government's goal to attract more international students and researchers to Canada, 450,000+ by 2022 to be exact.



The presentation was well attended and informative. It provided campus stakeholders with the platform to interact with DFATD and gain a comprehensive understanding of the government's involvement in the international education sphere. It also highlighted the priority markets for recruiting international students and our strategy for being competitive in these markets.

Consulate General of India Visit

Mr. Akhilesh Mishra, then Consul General of India in Toronto visited the University of Windsor in October 2015.

The visit forged closer relations between our institution and the Consulate General of India. During the visit, the Consul met with students and faculty of Indian origin. He also toured our Centre for Engineering Innovation and met with the Odette School of Business Dean, the Faculty of Engineering Dean, the Vice-Provost, International Development and the Dean of Students.

Educational Agents Panel Discussion

In order to educate the campus community regarding our agent network, the VP-ID Office hosted a staff and faculty professional development session on the topic. This was the second session we hosted since the office was established.

The session explored the role of educational agents in the recruitment of students to the University of Windsor. Designed as a panel discussion, the session allowed for the panelists to share their experience and perspectives on working with or as an agent. It provided the audience an opportunity to ask questions and further clarify some of the issues they may have encountered when they worked with agents and international students. Mr. Chris Busch, Director of the Centre for Executive and Professional Education, moderated the discussion. The following included our panel members.

- Dr. Majid Ahmad, Faculty Coordinator, Advanced & Professional Studies
- Uri Carnat, Director of Client Relations and Business Development (Canada), IDP Education Pty Ltd. IDP is not a signed agent with UWindsor, thereby providing for an unbiased agent perspective.
- Frank Fan, Undergraduate student in Business Administration, University of Windsor

- Snehasis Adhya, Graduate student in Master of Medical Biotechnology, University of Windsor
- Dr. Clayton Smith, Vice-Provost, Student Affairs and Dean of Students

The session was well received. It provided varying perspectives on the topic of agents and their role in recruiting international students from an academic, agent and international student perspective.

International Rankings

Students in countries such as China rely heavily on university rankings when deciding a study institution. As such, in order to assist the University of Windsor in the promotion of our institution to an international audience, UWindsor has decided to participate in two well-known surveys.

Shanghai Ranking

The Center for World-Class Universities of Shanghai Jiao Tong University conducts the Global Research University Profiles (GRUP) survey.

GRUP is a comprehensive database and benchmarking tool covering 1200 research universities in the world. GRUP presents comparisons of universities in different rank ranges and/or in different geographic groups in terms of 40 indicators. In 2015, 550+ universities reported their data on students, academic staff and resources.

The VP-ID Office facilitated the institutional data collection process and submitted this data on behalf of the University of Windsor. The University Secretariat, Institutional Analysis, Finance and the Human Resources departments were instrumental to the data gathering process. Public Affairs was also involved in ensuring the messaging was in line with our communication standards. The submission was made in July 2015.

THE Ranking

The Times Higher Education (THE) World University Rankings lists the best global universities, examining each institutions' teaching, research, knowledge transfer and international outlook. Previous rankings published included over 800 institutions from 70 countries.

THE collects student, staff and income data at the overall institutional level, and at eight different subject levels including:

- Art and Humanities
- Business
- Clinical, Pre-Clinical and Health Sciences
- Computer Science
- Engineering
- Life Sciences
- Physical Sciences
- Social Sciences

The VP-ID Office facilitated the institutional data collection process and submitted this data on behalf of the University of Windsor. As with the Shanghai Ranking, Institutional Analysis, Finance and the Human Resources departments were instrumental to the data gathering process. Public Affairs was also involved in ensuring the messaging was in line with our communication standards. The submission was made in March 2016. The rankings will be published in the Fall.

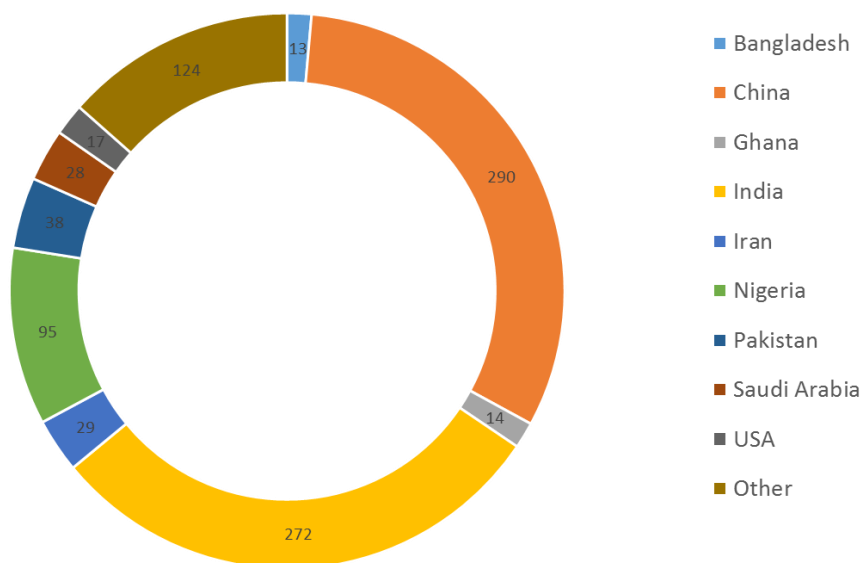
International Student Engagement

International Student Barometer

The International Student Barometer (ISB) is a product of *i-graduate*, a benchmarking and consultancy service. It is a questionnaire that tracks international student feedback regarding application, arrival, learning, living, support and recommendation pertaining to their study institution. It examines the decision-making, perceptions, expectations and experiences of these students. In 2015, over 140,000 international students from universities across the world completed the questionnaire.

The University of Windsor previously participated in the ISB in 2011 and 2012. Most recently, the VP-ID Office spearheaded this initiative and launched the ISB on November 5 with a close date of November 27, 2015. In order to encourage student participation, a comprehensive marketing campaign and collaboration with academic and campus stakeholders to promote this initiative to students ensued. This included the initial email sent by President Alan Wildeman encouraging all international students to participate. As a result, 920 international students completed the questionnaire, representing a 34% response rate which is higher than the average response rate of participating Canadian Universities (28%) as well as higher than our institutional response rates in 2011 and 2012.

In terms of the breakdown of UWindsor participants, the countries most represented were China and India. Nigeria is the third largest group followed by Pakistan. A large portion of participants are at a masters level (545 students) with undergraduate (286 students) also having a fair representation.



In terms of faculties most represented, a large number of engineering students completed the ISB followed by business students and science students.

The following table shows the top ten factors that students have selected as being important in deciding where to study.

DECISION MAKING ELEMENT	% IMPORTANCE
Earning potential	94%
Personal safety	94%
Specific program title	94%
Cost of living	93%

Cost of study	93%
Work opportunities	92%
University reputation	92%
Research quality	89%

When choosing a university, participants have selected the university website, educational agents and friends as their top three influencers when selecting a study institution.

The following include the high level results of the questionnaire:

85% of international student participants stated that they are either satisfied or very satisfied with all aspects of their experience at UWindsor.

86% of participants stated that they are either satisfied or very satisfied with their **arrival** experience. This includes their satisfaction with the formal welcome provided by the institution, orientation, the conditions of the housing on arrival, meeting of faculty members and similar items.

84% of participants stated that they are either satisfied or very satisfied with their **learning** experience at this stage in the year (November 2015). This includes their satisfaction with the teaching (i.e. quality of lectures, subject area expertise of faculty members, academic content, level or research activities etc.), their studies (i.e. class size, employability, career advice from faculty members etc.) and facilities (i.e. laboratories, learning spaces, virtual learning etc.).

85% of participants that they are either satisfied or very satisfied with their **living** experience. This includes their satisfaction with accommodation and living costs (i.e. quality and cost of housing, cost of living, availability of financial support etc.), social (i.e. making friends from home country and from Canada, sports and fitness facilities etc.) and day to day life (i.e. feeling safe, transportation links, immigration and visa advice etc.).

87% of participants stated that they are either satisfied or very satisfied with the **support** services. This includes satisfaction with services such as the International Student Centre, Counselling Centre, Co-op and Career Office, Disability Services and similar services. This section also measured student usage of services. The International Student Centre, CAW Centre and the Cashiers Office were the top three most utilized services.

70% of participants indicated that they would actively encourage or if asked would encourage people to apply to the University of Windsor.

A comprehensive data set was provided by *i-graduate*. This data contains details regarding the items listed above. It has been used to develop and facilitate presentations to individual faculties at the Dean level examining the findings for their specific areas. The data has also been shared with areas that have expressed an interest in the results (i.e. Co-op and Career Office) and presentations are being developed for business units on campus (i.e. Office of the Vice President, Planning and Administration, CEPE). The next step is the development of a working group comprising of pertinent campus stakeholders. The mandate of the working group will be to utilize the International Student Barometer findings to improve the international student experience.

Scholarships

The VP-ID Office championed the approval of a revised tuition models for recruitment in Mexico and Turkey.

Students from Mexico coming directly from full-time secondary studies with an 80% admission average are now able to apply to the following scholarships:

- \$24,000 Entrance Scholarship for Arts, Social Science and Science Students
- \$20,000 Entrance Scholarship for Business Students
- \$16,000 Entrance Scholarship for Engineering Students

The Tuition and Financial Aid Steering Committee has approved a tuition model where undergraduate students from Turkey would pay \$13,500 USD for one year.

The VP-ID Office, in collaboration with the International Student Centre, also managed the Student Exchange Program 2015/16 scholarship funded through the Government of Canada and specifically through the Department of Foreign Affairs, Trade and Development Canada (DFATD). This scholarship was in the amount of \$15,000 that was provided to an undergraduate student from Jamaica.

Cooperative Education

International Co-op Opportunities

Co-op, Career and Employment Services was responsible for developing international co-op opportunities for 58 students in 2015/16.

Term/Year	Number of International Placements
Fall 2015	18
Winter 2016	20
Summer 2016*	20

*Please note that Co-op, Career and Employment Services (CCES) is still in the process of finalizing placements for Summer 2016.

Students were placed in Germany, China, United States of America, United Kingdom and India.

Current International Students in Co-op Placements

Co-op, Career and Employment Services successfully developed 114 co-op opportunities for international students in 2015/16.

Term/Year	Number of Students Placed
Fall 2015	48
Winter 2016	37
Summer 2016*	29

*Please note that Co-op, Career and Employment Services (CCES) is still in the process of finalizing placements for Summer 2016.

The employers that hired international students include companies such as A.P. Plasman, Chrysler ARDC, Ministry of Government and Consumer Services, NOVA Chemicals Corporation, Telus, Toronto Hydro and Valiant.

International Student Centre

The International Student Centre (ISC) guides and supports international students from pre-arrival on campus - right up to graduation. The ISC also manages the international student exchange program.

A total of 6,581 students visited the International Student Centre in 2015/16. The following table is a breakdown of these numbers.

	Summer	Fall	Winter
Academics	130	147	69
Accommodations/Residence		3	6

Conversation Groups	40	70	111
Entry Visa (TRV)	138	153	72
Exchange	36	234	316
Family Visits	17	13	3
Financial Estimation Letter	6	6	3
Green Shield	175	430	400
Immigration - PR	135	111	91
Job/Career Inquiry	13	49	59
New Student Appointment	30	37	5
Other	306	299	503
Personal	75	140	57
Study Permit Renewal	365	326	237
Social Insurance Number		38	21
Tax inquiry	15	11	163
US Visa	52	35	53
Work Permit	336	202	240
Total Visits	1869	2304	2409

In addition, the following include a number of initiatives spearheaded by the International Student Centre:

- In partnership with Coop, Career and Employment Services, hosted presentations on connecting to services in the community by the New Canadian's Centre of Excellence.
- Hosted 6 Soup Series events for international students to ask questions around Academic Integrity, Staying Healthy, Academics, etc.
- Hosted English, Spanish and French Conversation groups.
- Hosted Resume, Legal and SIN clinics.
- Enjoyed numerous international celebrations @UWindsor.
- Coordinated trips for exchange and other international students to Niagara Falls, Detroit Red Wings and Pistons games.
- Collaborated with Student Groups on Festival of Lights, Celebration of Nations, summer park visits.
- Matched over 100 international students at Christmas and 85 at Thanksgiving with local families as part of our Host for the Holidays program.

Spotlight on Faculty Led Initiatives

Faculty of Education

The Faculty of Education engages in a number of internationalization initiative. As a result, the following includes some recent outcomes:

- 48 teacher candidates had an international teaching experience in China, Tanzania or Scotland;
- 16 travelled to an orphanage and schools in Singida, Tanzania;
- 12 travelled to Scotland for a practicum, qualifying them to be certified to teach in both Ontario and Scotland;
- 20 travelled to China and were awarded an international grant (MITAC) in the amount of \$5,000 each to study Education in China for 3 months.

The following are details regarding two of these initiatives.

Teacher Education Reciprocal Learning Program (RLP)

The RLP was developed in 2010 between the University of Windsor and Southwest University (SWU) China, and in partnership with the Greater Essex County District School Board (GECDSB).

The program is a foundational part of Xu, Connelly et. al, (2013-2020) SSHRC Partnership Grant Project entitled “Reciprocal Learning in Teacher Education and School Education between Canada and China”.

Each Fall, 20 students and a guide professor from SWU, China, come to the University of Windsor to observe classes in the local Windsor schools and audit courses in the pre-service program at the Faculty of Education while participating in the SSHRC Partnership Grant research project. University of Windsor teacher candidates are recruited to participate in the RLP in the Fall and make the China Reciprocal Learning trip in the spring. There have been six rounds of exchange of the pre-service student groups between the two universities since 2010.

Teachers for Tanzania Initiative

Faculty of Education Bachelor of Education students and grads are provided with the opportunity to travel to Tanzania in East Africa to be involved with the Global Education, Research and Development Initiative through “Teachers for Tanzania.”

Graduates and teacher candidates travelling to Tanzania implement projects focusing on children of the Kititimo Centre for Orphaned and Vulnerable Children in the town of Singida. The project also involves working with two primary and three secondary schools as well as the O'Brien School for the Maasai in Kilimanjaro. The group raised more than \$15,000 in 2015, which was used to undertake educational projects and initiatives in Tanzania.

In 2015, the group, led by associate professors Clinton Beckford and Andrew Allen, left for a 17-day trip at the end of April to work with the orphaned children. Upon returning, members of the group felt inspired by their rewarding experiences and said they are eager to share their experiences and to encourage others to consider looking into “Teachers for Tanzania.”

English Language Programming

The Centre for English Language Development

New Programming in 2015/16

- TESOL Diploma – Accredited by TESL Ontario
 - This program expands upon CELD's existing TESOL Certificate teacher training program that is recognized as a TESL Canada Standard Level 1 program.
- Summer Language Program for Windsor Essex Catholic District School Board (WECDSB)
 - This program was established to assist the WECDSB in better preparing their international high school students for admission into secondary programming.
- Summer Language ‘Experience’ Program
 - CELD will offer a 2-week language and summer excursion program in July 2016.

English Language Improvement Program (ELIP)

The following were the number of graduates from the ELIP pathway program:

Term	# of Graduates	To Grad Studies	To Undergrad Studies
Winter 2016	93	59%	41%
Fall 2015	120	67%	33%

Int/Sum 2015	103	72%	28%
Winter 2015	94	60%	40%
TOTAL	410	65%	35%

English and Academic Preparation Program (EAPP)

A total of 50 graduates came through the EAPP pathway program, all of whom were bound for graduate programs.

During the 2015/16-budget year, CELD graduated a total of 451 students through its language training programs. All of these students pursued academic studies at the University of Windsor following their training at CELD. Of this number, 410 students transitioned from ELIP. Sixty-five percent of the students were heading into graduate studies with the remaining 35% percent of students heading into undergraduate studies.

Language Testing

- In collaboration with CEPE recruitment initiatives in China, CELD assessed over 130 language tests and pre-placed these prospective students in ELIP to better streamline the academic admission process.
- As an official Canadian Academic English Language (CAEL) Assessment centre, CELD held 3 test sessions in 2015/16 for over 30 students.
- The IELTS testing center agreement has been delayed due to legal negotiations. Plans to offer our first test are in place for August 2016.

Property Expansion

In July 2015, the Centre for English Language Development opened the CELD Winclare Annex (Former Winclare C Site). This property increased CELD's property allowance by 2500 square feet with an estimated investment of \$1.4M.



Ribbon cutting ceremony of the Centre for English Language Development's (CELD) Winclare Annex.

Course Based Graduate Programs - CEPE

Course-based master's programs have been developed by higher educational institutions in Canada, Australia, and the UK in response to global demands for graduate education by international students who were not interested in enrolling into a traditional research-based program, either within their home country or abroad. Economic and market data collected by the Organization of Economic Cooperation and Development (OECD) indicates that demand for high quality graduate level education will continue to grow for the foreseeable future, especially as developing countries enhance their own delivery of undergraduate education.

The Centre for Executive and Professional Education (CEPE) works in collaboration with multiple Faculties, such as Science, Engineering, and Business, and provides administrative services to assist them in recruiting, enrolling, and supporting international students in a wide variety of course-based graduate programs. As such, CEPE plays an essential role in the University's desire to increase international enrollment by facilitating growth within this expanding demographic.

In 2015, two new course-based programs, both within the Faculty of Science, experienced their inaugural intake of students – Masters of Applied Economics and Policy and Master of Actuarial Sciences. Both of these programs have been well received internationally and our newest Lancers are enjoying their time on campus.

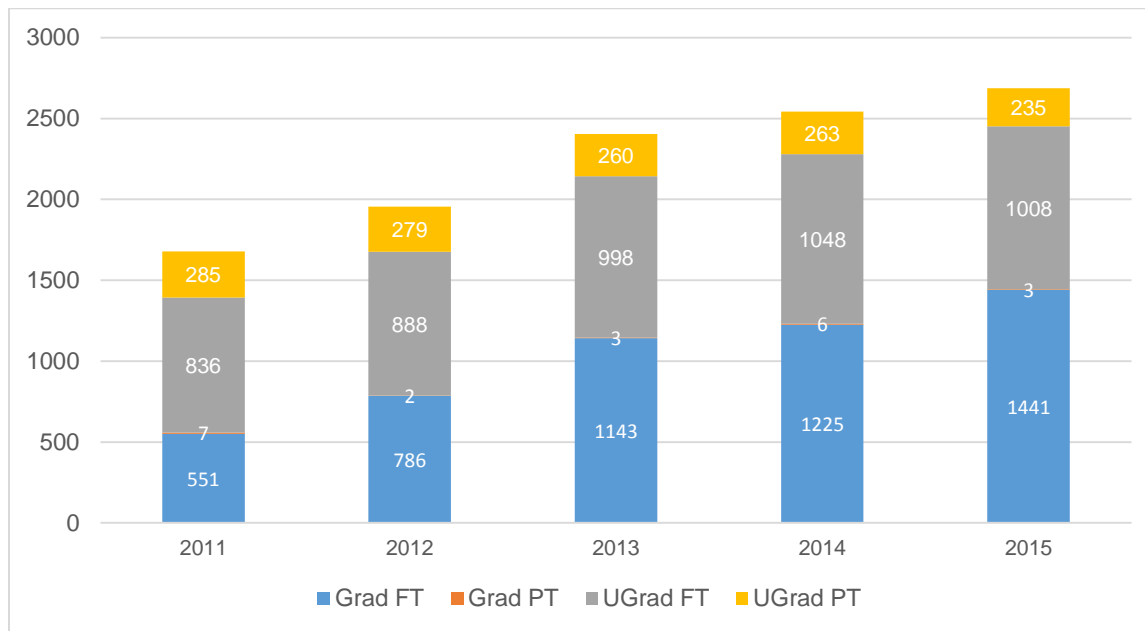
Initial indicators for 2016/17, demonstrate strong student interest across all programs facilitated and supported by CEPE.

Program	Faculty Partner
Master of Actuarial Science	Science (Math & Statistics)
Master of Applied Computing	Science (Computer Science)
Master of Applied Economics and Policy	Science (Economics)
Master of Education	Education
Master of Management	Odette School of Business
Master of Mechanical Engineering (Auto)	Engineering (Mechanical)
Master of Medical Biotechnology	Science (Chemistry & Biochemistry)

Enrollment details for all internationally focused programs facilitated by CEPE are outlined within the Appendix.

Appendix

International Student Enrollment (Study Level)



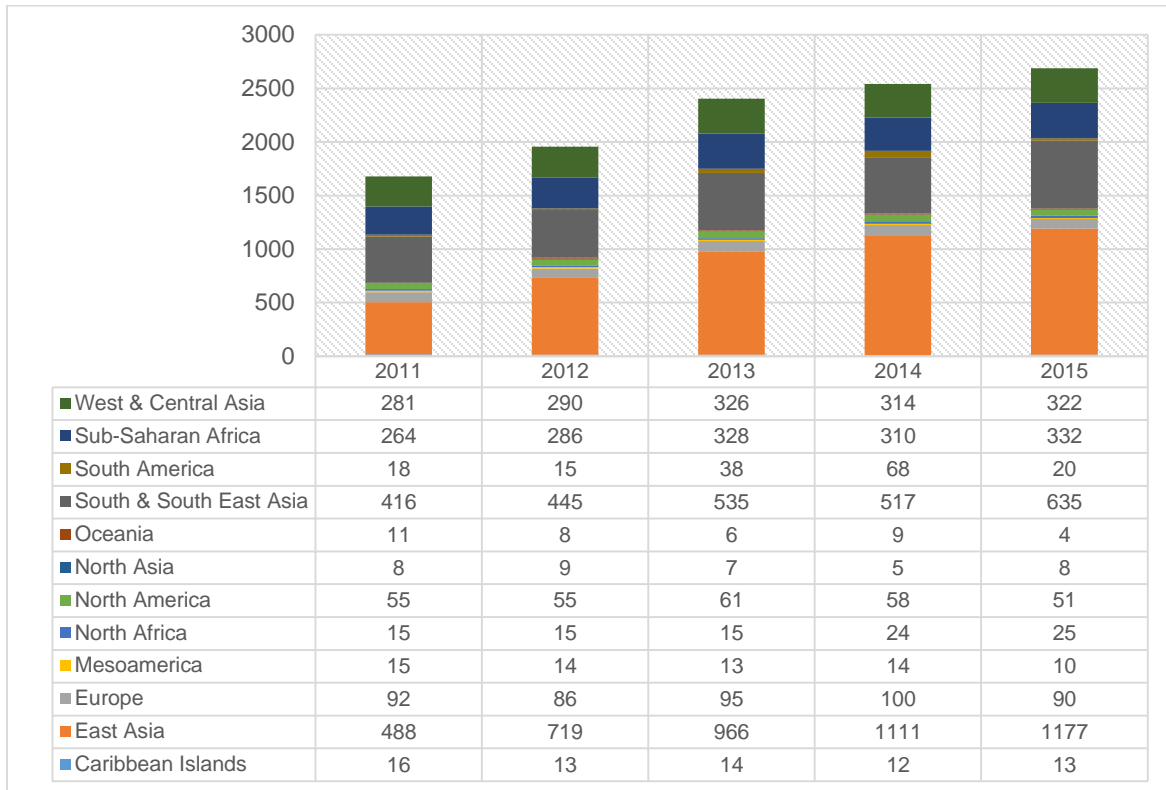
Fall international student enrollment over the last five years (full & part-time) by student classification (Office of Institutional Analysis)

Source Countries

Top 10 Source Countries, by student citizenship, over the last five years.

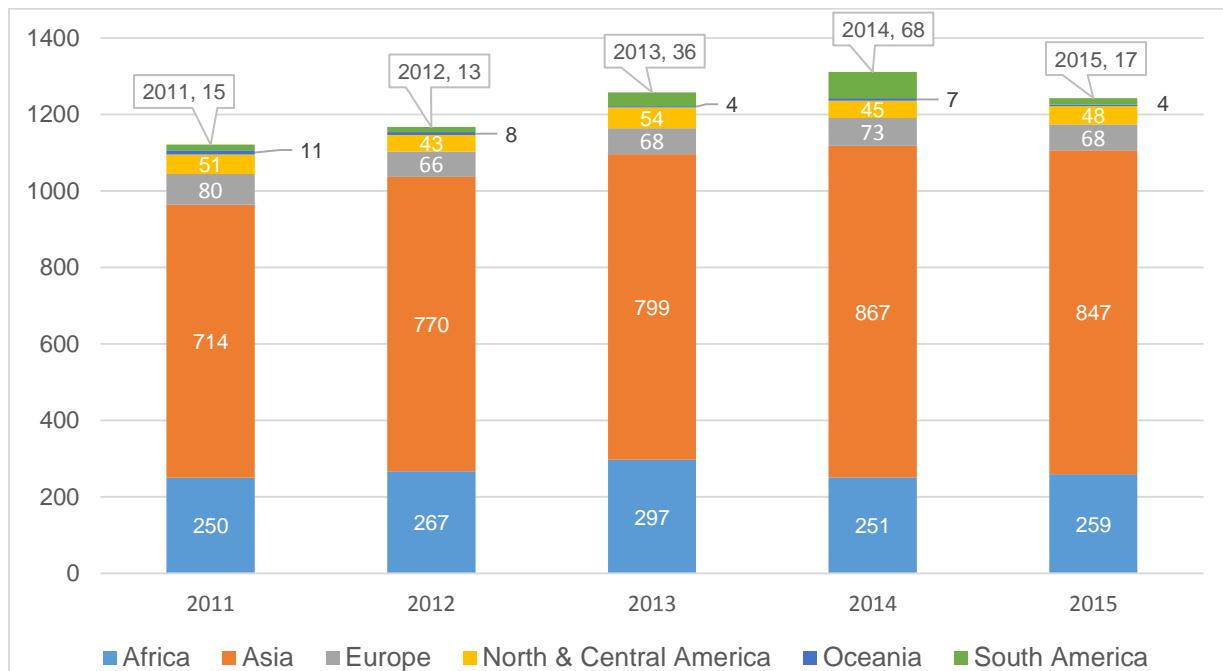
Place	Citizenship	Year					Growth Rate
		2011	2012	2013	2014	2015	
1	China (People's Republic)	465	697	949	1,091	1,162	26%
2	India	323	359	450	462	580	16%
3	Nigeria	177	195	231	235	254	9%
4	Saudi Arabia	56	92	109	137	159	30%
5	Pakistan	85	67	81	68	64	-7%
6	USA	55	54	60	58	50	-2%
7	Bangladesh	68	57	66	38	40	-12%
8	Iran	55	56	58	33	33	-12%
9	United Arab Emirates	41	45	44	37	24	-13%
10	Ghana	27	29	43	41	37	8%
	All others	327	304	313	342	284	-3%
Total		1,679	1,955	2,404	2,542	2,687	12%

International Student Enrollment (Region)



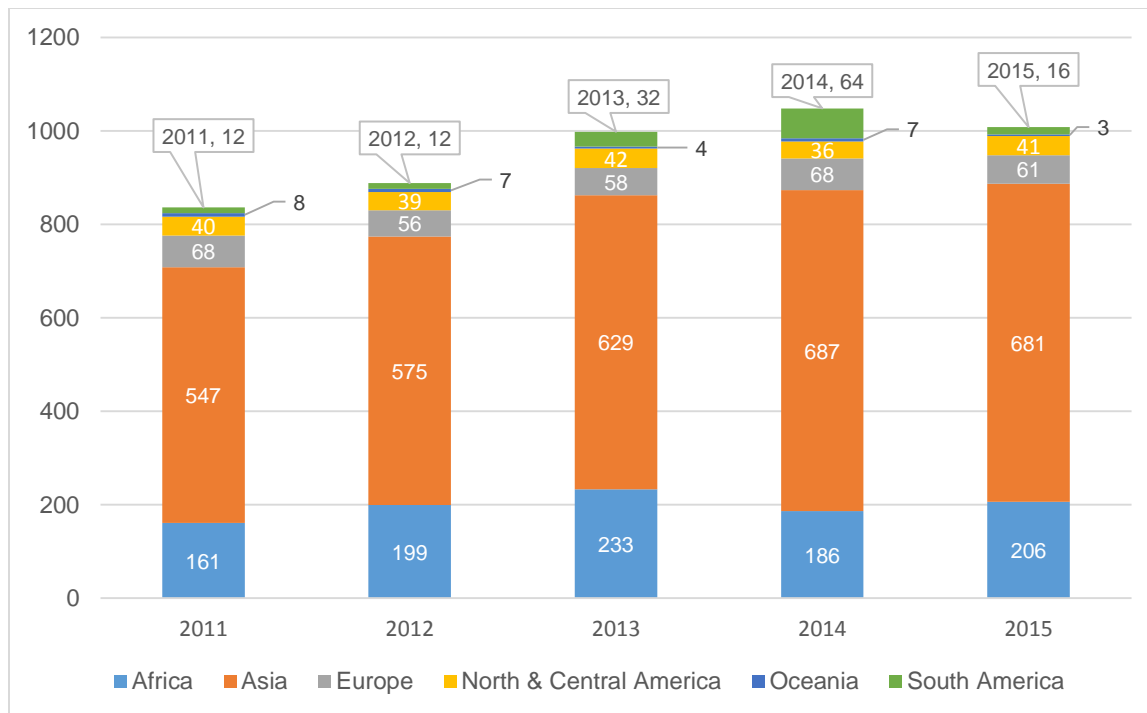
Fall international student enrollment over the last five years (full & part-time) by region (Office of Institutional Analysis)

International Undergraduate Student Enrollment (Continent)



Fall international **undergraduate** student enrollment over the last five years (full & part-time) by continent (Office of Institutional Analysis)

International Graduate Student Enrollment (Continent)



Fall international **graduate** student enrollment over the last five years (full & part-time) by continent (Office of Institutional Analysis)

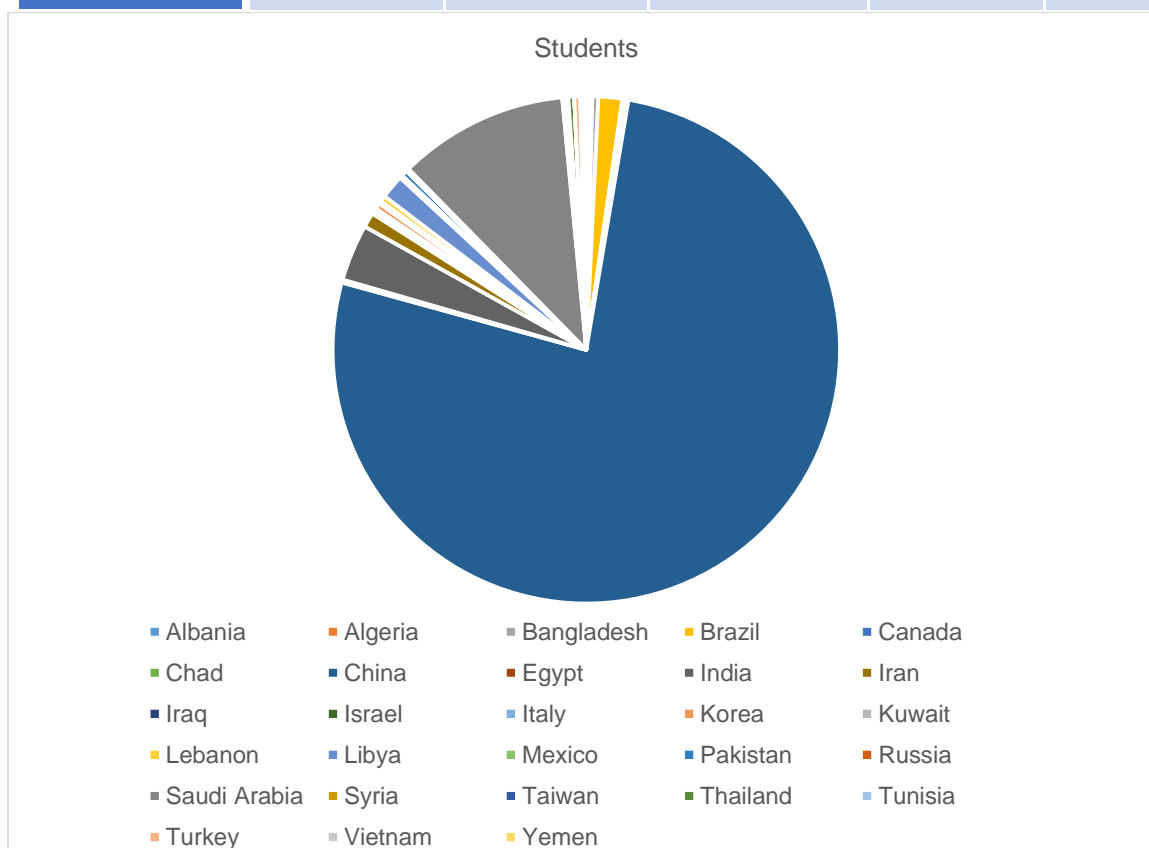
CEPE Student Enrollment (Selected Programs)

Program	S15	2015-16	
		F15	W16
Master of Management	222	352	287
Master of Mechanical Engineering (Auto)	64	97	91
Master of Applied Computing	32	71	70
Master of Medical Biotechnology	32	78	46
Master of Education	15	51	37
Master of Actuarial Science	--	18	18
Master of Applied Economics and Policy	--	21	21
Total	365	688	570

Student enrollment in select programs facilitated by the Centre for Executive and Professional Education (CEPE)

CELD Student Enrollment

	Winter 2015	Interession 2015	Summer 2015	Fall 2015	Winter 2016
Total Students	206	152	38	298	209



The vast majority of students continue to come from China followed by Saudi Arabia, India, Libya and Brazil.

Report Contributors

Jennie Atkins, Director, Centre for English Language Development
Chris Busch, Director, Centre for Executive and Professional Education
Mike Houston, Director, International Student Centre
Kristen Morris, Acting Manager, Co-operative Education Services
Abby Nakhaie, Assistant to the Dean, Faculty of Education
Clementa Stan, Executive Assistant to the Vice-Provost, International Development

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**University of Windsor
Academic Policy Committee**

5.1: Leddy Library Annual Report (2015-2016)

Item for: Information

Leddy Library

Annual Report 2015.2016



Statement of the University Librarian



During the 2015.16 reporting year Leddy Library continued to be guided in its activities by the library's five-year plan (2012-2017 – Appendix A) and the core values and strategic priorities of the University. Ms. Gwendolyn Ebbett (University Librarian 1994-2015) retired and Joan Dalton (Associate University Librarian) stepped in on an interim basis while the international search for a new UL was extended into 2016. The search reached a successful outcome with the arrival of **Pascal Calarco**, an Associate University Librarian from the University of Waterloo, in April of 2016.

One key accomplishment of the reporting year was the launch of the **Centre for Digital Scholarship** on the 4th floor of Leddy Library in Fall 2015. Within the first year it has proven to be a key hub for students, faculty and researchers through the creation of multiple digital initiatives that are gaining widespread attention on campus and beyond.¹

Shifts in staffing levels continued with several librarians and clerical staff retiring during the reporting period, representing a combined 112 years of service to the University of Windsor. Over the next eighteen months these roles, along with several subsequent retirements, will be assessed, modified and recruited for in some fashion.

A key struggle in the reporting year was coping with the devalued Canadian dollar in the maintenance of subscriptions to digital resources that support teaching and research on campus. Approximately 80% of these are in US currency, so the library's buying power was significantly impacted. This shortfall, combined with the realignment reductions over the past eight years mean that the materials budget is now 50% over-expended annually.

Addressing this fiscal situation will require a baseline review of digital resources in terms of affordability, usage, and program support in order to fashion a sustainable budget model for the future. Over the next year, the Library will be doing an inventory and assessment of evaluation data of our resources usage and budget to better inform "right sizing" academic program support starting in fiscal year 2017/2018. Evidence-based recommendations for prudent cancellations will be articulated out of this, and a sustainable model that fully covers the cost of inflation and currency fluctuations will be sought.

Pascal Calarco, University Librarian

Centre for Digital Scholarship, Leddy Library (<http://cdigs.uwindsor.ca/drupal/>)



Executive Summary

A. INTRODUCTION

Leddy Library plays a fundamental role in supporting the delivery of academic programs and research activities at the University of Windsor through the timely and ready access to the world's knowledge, through the preservation of both print and digital collections, and through the provision an environment which fosters the pursuit and creation of knowledge.

B. GOALS & OBJECTIVES

- 1. Provide an exceptional undergraduate experience:**
 - a. Offer students the opportunity to engage in new media scholarship.
 - b. Present opportunities for engagement in digital scholarship and publication processes;
- 2. Pursue strengths in research and graduate education:**
 - a. Lead the campus discussion on open access scholarship and publishing
 - b. Provide core data and geospatial services in support of research and graduate education;
- 3. Recruit and retain the best faculty and staff**
 - a. Analyse and apply results from Ithaka Faculty Survey (Fall 2014)
 - b. Liaise with campus units in developing online teaching & learning opportunities.
 - c. Contribute to development of regional and national infrastructures to support research data management plans;
- 4. Engage and build the Windsor/Essex County community through partnerships**
 - a. Partner with regional agencies to bring history alive on the web and in multiple formats;
 - b. Engage with local community-driven, not-for-profit agencies to develop technological tools, skills training opportunities and key data presentation and analysis for community use.
- 5. Promote International Engagement**
 - a. Welcomed faculty members from China to Leddy Library in conjunction with the International Faculty Development Program, hosted by CTL.
 - b. Liaison Librarian assigned for International students on campus; Leddy hosts weekly English Conversation Groups throughout the academic year.



C. SUCCESSES

- Centre for Digital Scholarship: Launch (Fall 2015) and resulting initiatives
- University Librarian: Recruitment of Pascal Calarco (Spring 2016)
- Ithaka Faculty Survey: Analytic review of survey results to inform policy development and services

D. CHALLENGES

- Library Acquisitions: Close to 80% of annual online subscriptions are paid in US dollars;
- Staffing: Meeting the challenges of retirements and skills development of current staff;
- Assessment: Need for a fully developed program of assessment in support of transparency and accountability

E. FUTURE ACTIONS/INITIATIVES

In the current reporting year, Leddy Library will pursue the following specific actions and initiatives

1. Undergo an External Review process;
2. Launch a Strategic Planning process;
3. Review and revise library acquisitions spending toward future sustainability;
4. Complete installation of Digital Wall project;
5. Investigate and plan for the establishment of outcomes-based assessment program.



Annual Report

The goals and objectives of Leddy Library for the reporting year (2014/16) are in alignment with the University's values and key strategic initiatives, as outlined in this report. Leddy Library continues to be guided by its own strategic plan (Appendix A) in meeting those goals and objectives. More than just source for research collections, Leddy Library seeks to offer opportunities for growth, engagement and success through its services, collections and the dedication of its staff and librarians in sharing their knowledge and expertise.

1. Provide an exceptional undergraduate experience

a) Offer students the opportunity to engage in new media scholarship

The **Centre for Digital Scholarship** was launched in Fall 2015. Located on the 4th floor, Leddy Library main building, it has provided the space, equipment, and guidance of knowledgeable librarians needed to



successfully support student engagement in numerous digital scholarship initiatives. The History Department's Dr. Adam Pole, Dr. Rob Nelson and the Library's Dr. Heidi Jacobs successfully launched courses on *Public History* and *History on the Web* which have provided

students an opportunity to engage with primary source material from the University's and Archives and Special Collections and to connect with local organizations in the development of online digital archives. Students are guided by librarians in the scanning of primary source materials, editing and metadata creation for the digital objects, and the design of a fully online digital presentation. By working with librarians in the Centre for Digital Scholarship, students are developing skills in digital communications and scholarship which reflect a shift away from the liner text-based research papers to more visually-oriented, deeply engaging digital research utilizing primary sources. Additionally, they are encouraged to think critically and creatively about how history is presented on the web.² One key outcome is the recognition by the University through several awards to the students, librarians and faculty involved for achievements in student research and engagement and in teaching innovation.

² Southwestern Ontario Digital History Project (<http://cdigs.uwindsor.ca/omeka/>)



b) Present opportunities to engage in digital scholarship and publication

The University's institutional digital repository, **Scholarship at uWindsor**, offers hosting services, technical assistance and long-term preservation for digital publications at the University of Windsor. *The Great Lakes Journal of Undergraduate History*, an online open-access journal, provides history undergraduates a chance to edit, review, publish and contribute as authors to a refereed, scholarly journal featuring student contributions from both sides of the border. Faculty members such as Dr. Michael Crawford (Biology) have embraced the potential of open access publishing. *Epigenetics in Society*, is an open-access textbook produced by several of his senior students the students under his editorial direction. Hosted at **Scholarship at UWindsor**, the textbook has enjoyed over 500 downloads since its launch in October 2015. The Centre provides work and meeting space, equipment and the expertise of librarians who are available to support student learning in all aspects of online publishing initiatives.



2. Pursue strength in research and graduate education

a) Lead the campus discussion on Open Access scholarship and publishing;



In Spring 2015, Senate passed the University's first open access policy, which generated a lot of discussion among faculty members around the viability of open access publishing as an alternative to the existing closed, increasingly expensive scholarly publishing ecosystem. Knowledge of the options offered by open access and the benefits of building an open scholarly ecosystem is growing among faculty and researchers worldwide, primarily due to librarian advocacy. Librarian outreach to faculty one-on-one, educational sessions with faculty colleagues and graduate students, and organized events during *Open Access Week* in October each year offer opportunities to learn about the changing nature of scholarly communications and its impact on the academy and individual researchers.

b) Provide core data and geospatial services in support of research and graduate education;

Librarians and data specialists at the **Academic Data Centre** and the **Research Data Centre** in Leddy Library continue to provide support to expand the quality of research and teaching on campus using quantitative sources and methods. They provide full support for all aspects of academic data use, which means statistical and methodological consulting, data reference, scraping web data, advice on survey development, teaching quantitative methods modules in courses, conducting software tutorials and helping with Research Ethics Boards reviews, and dealing with any consequent issues that arise. There were recorded a total of 1,071 consultations in the period August 2015-July 2016. Roughly half were with graduate students, a third with undergraduates, and the remaining with faculty members.

3. Recruit and retain best faculty and staff

a) University of Windsor Local Faculty Survey

A campus-wide faculty survey deployed Fall 2014 resulted a 21% response rate. “A key goal of the University of Windsor Local Faculty Survey was to provide evidence-based strategic insights into how faculty members perceive the role of the Leddy Library and identify areas of opportunity for growth. The analysis aims to identify how disciplinary differences drive and shape faculty members’ understanding of the role of library-provided content and support services. The results from the survey revealed the following strategically relevant high-level findings:

- University of Windsor or faculty members’ views of the role of the library and the library’s services are highly stratified by disciplinary affiliations.
- Arts and humanities faculty members at the University of Windsor highly value and recognize the library’s role in providing student support services related to the development of information literacy skills.
- A majority of faculty members support an institutional policy requiring that their peer-reviewed journal articles or conference proceedings be made open access or publically available via a repository;
- Across all major disciplinary categories, faculty members view the library’s spending on acquisitions and resources critical to their ability to conduct research.”³



³ Ithaka S+R and Canadian Association of Research Libraries (CARL). (2015). University of Windsor Faculty Survey: Analytical Memo. <http://scholar.uwindsor.ca/leddylibraryreports/6>

b) Liaise with campus units to develop online learning opportunities and initiatives

Leddy Librarians have liaison assignments across campus to ensure each department has a contact librarian for assisting faculty and students in their library needs. The success of this model of engagement led the Library to assign a librarian liaison to the **Office of Open Learning (OOL)** to explore synergies between units around online curriculum development and access to high-quality open educational resources (OERs).

This has proven to be a natural fit between two campus units focused on providing opportunities for faculty and students to engage with new technologies and the growing collection of high quality openly accessible teaching resources online. Librarians bring deep knowledge of digital copyright issues and open educational resources to the table in this important partnership that supporting a developing area.

c) Contribute to the infrastructure development for Research Data Management.

Leddy Librarians have contributed to key initiatives both regionally (OCUL – Ontario Council of University Libraries) and nationally (CARL – Canadian Association of Research Libraries) pertaining to developing the infrastructure needed to support researchers in the management and preservation of large data sets resulting from research. For years, these large data sets have sat precariously on desktop computers or obsolete storage devices.

Dataverse and the Ontario Library Research Cloud (OLRC) are services of OCUL available to University of Windsor researchers offering a storage service in a cloud network in an effort to provide an alternative to commercial cloud storage and to allow members to more closely control their costs and maintain control of their data. OLRC maps to institutional repositories, ties research deposit to data deposit for storage, preservation and future use. On a national level, the Portage Network, an initiative of CARL is dedicated to the shared stewardship of research data in Canada.

4. Engage and build the Windsor/Essex County community through partnerships

a) Partner with regional agencies to bring history alive on the web;



A partnership between Prof. Miriam Wright (History) and information literacy librarian Dr. Heidi Jacobs resulted in website and digital archive documenting the life of Wilfred "Boomer" Harding and the Chatham Coloured All-Stars in the 1930's using family scrapbooks as a primary source. The collaboration expanded to include the Chatham Sports Hall of Fame, and was awarded Trillium Funding for continued development of the site. Jacobs and Wright have presented on their work, and plan to work with local school boards to create instructional materials for the

site that will be compatible with curriculum for kindergarten to grade 12. “The story of Wilfred “Boomer” Harding’s life is not just a story about sport, or race, but an intersectional narrative of human struggle, perseverance, and success.”⁴

b) Engage with local organizations to bring technology to the broader community

Hackforge Windsor “... a shared space where creative technological minds come together to make things happen.”, has attracted the involvement of Leddy Librarians who have contributed to key initiatives designed to offer the community opportunities to engage with data and technology in meaningful ways in their daily lives. **Open Data Windsor Essex** is a special interest group of Hackforge, led by librarian Mita Williams, as is **Maptime Windsor Essex**, an interest group about teaching and learning about maps. In September 2015 the Hackforge **Open Data Community Portal** was launched. Other community partners include Pathway to Potential, Bike Windsor/Essex, Ford City Renewal and the Windsor International Film Festival.



5. Promote International Engagement

a) Engage with visiting faculty members from China

During the reporting year, and in conjunction with the International Faculty Development Program hosted by CTL, Leddy hosted Chinese Faculty from the Beijing Information Science and Technology University and the Shanghai University of Engineering Science. This included an afternoon program designed to give our guests a taste of how Canadian academic Librarians do their work. It consisted of a tour of the library, interactive group discussions about faculty and student needs of an academic library, and an awareness of what librarians at the University of Windsor do for our faculty and students. Resulting from this encounter, two librarians from Leddy (Shuzhen Zhao and Karen Pillon) will be visiting the University of Chinese Academy of Sciences in Beijing, China at the end of June 2017 where they will be invited into the classroom to conduct a lecture series for students on developing Information Literacy skills and writing academic papers.

b) Library services to University of Windsor international students.

In an effort to ensure an optimal academic experience for the campus international student population, Leddy Library appointed a liaison librarian as a key contact person in the library. The International Librarian is available for one-on-one reference assistance as well as offering group instruction

⁴ Race, Athletics and Courage (Beta) <http://cdigs.uwindsor.ca/harding/>



through International Student Services. A key initiative started in 2013 is the library's English Conversation Group. A weekly meeting led by a team of four librarians creates a space and opportunity for students to practice English and learn about Canadian culture and academics. This group has become extremely popular with international students, and the relationships forged between the attendees and the librarians have provided a positive and enriching experience for all the students who have attended.

B. Future Actions & Initiatives

Progress Report on Future Actions & Initiatives : 2013/14 Annual Report

- | | |
|--|--|
| 1. <i>Continue search for new University Librarian</i> | 1. Successfully completed with the arrival of Pascal Calarco in April 2016 |
| 2. <i>Install and launch Digital Wall Project to innovatively highlight campus creative and scholarly works.</i> | 2. A delay in procurement and construction has moved the installation date into the current academic year (2016/17) |
| 3. <i>Investigate and launch a program of outcomes-based assessment practices</i> | 3. Progress made in the reporting year includes the collection, organization and analysis of data reflecting the use of digital collections. |
| 4. <i>Use findings from the Ithaka Faculty Survey to identify new areas of service, support and partnerships for research, teaching and learning;</i> | 4. Progress made in the reporting year includes new liaison librarian made appointments to underserved departments. Further use will be made of during Strategic Planning in 2017. |
| 5. <i>Develop partnerships with campus departments and groups to explore initiatives for the delivery of OER (Open Educational Resources) in support of online course development.</i> | 5. Liaison Librarian assigned to the Office of Open Learning ensures deep collaborative opportunities. |

In the current reporting year (2016/17) Leddy is pursuing the following specific actions and initiatives:

1. Undergo an External Review process;
2. Launch a Strategic Planning process;
3. Review and revise library acquisitions spending toward future sustainability;
4. Complete installation of Digital Wall project;
5. Investigate and plan for the establishment of outcomes-based assessment program



Leddy Library by the Numbers

The annual *MacLean's University Ranking* issue (Nov. 2016) saw Leddy Library move from 4th to 3rd in terms of institutional financial support among comprehensive universities; this reflects 5% of the overall university operating budget. The Library spent 38% of its budget for maintaining current subscriptions and to acquire new materials which earned it a rank of 8th place among 15 comparative institutions, down from 7th place in 2015. The library's buying power has been severely diminished by the devalued Canadian dollar, coupled with several years of realignment and annual inflationary increases. In the *Globe and Mail's Canadian University Report* (2016) for the second year in a row the Leddy Library per-student spending on resources was listed as "above average" in a provincial comparison.

2014.15 2015.16 %var

A. Leddy Overall

22	21	↓5%	i	Librarians & AAS
48	41	↓14%	ii	Full and part-time support staff

B. Librarian Research & Creative Work

10	16	↑60%	i	Peer-reviewed articles published
3	2	↑33%	ii	Book chapters published
1	1	Ø	iii	Edited journals/ books
16	22	↑37%	iv	Articles and/or Papers presented
6	4	↓33%	v	Scholarly workshop facilitations

C. Information Services Department

3,382	2,463	↓27%	i	Reference Questions asked at Reference Desk
907	718	↓20%	ii	Reference Questions asked online or by email
3,269	2,105	↓36%	iii	Number of Information Literacy interactions with students

D. Acquisitions & Bibliographic Services Department

3,515	2,317	↓34%	i	Print monographs catalogued
6,956	3,306	↓52%	ii	Interlibrary Loans transactions processed
380,514	175,929	↓54%	iii	Unique titles of digital content uploaded or made accessible

E. Access Services Department

58,176	56,554	↓3%	i	Books loaned
757,574	694,121	↓8%	ii	People entered Leddy Library
3,293	3,005	↓8%	iii	People entered, daily average
18,764	8,436	↓55%	iv	Questions asked at Circulation Desk

2014.15	2015.16	%var
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F. Systems Services Department

271	283	↑4%	i	Number of public computer workstations at Leddy.
1,792,230	1.6M	↓9%	ii	Number of pages printed on library networked printers
613,537	644,145	↑5%	iii	Number of user sessions initiated on Leddy Website
1,329,711	1.2M	↓7%	iv	Number of page-views on Leddy Website
93%	94%	↑1%	v	Users using desktop or laptop to access
5%	5%	Ø	vi	Users using mobile device to access
2%	1%	↓1%	vii	Users using tablet to access

G. Use of Scholarship at uWindsor Institutional Repository

1,092	1,958	↑79%	i	Number of items deposited into the IR
274,020	279,154	↑2%	ii	Number of downloads from around the world
75,094	83,304	↑11%	iii	Number of User Sessions
59,487	64,899	↑9%	iv	Number of Users
168,878	184,256	↑9%	v	Number of Page views

Selected Analysis / Commentary on “Leddy by the Numbers”

- B Librarian Research and Creative Work increased on average by 33% overall.
- C i, ii Reference interactions continue to decrease as user increasingly “Google” their questions .. in future, efforts will be made to capture data on the in-office library research consultations between students and their assigned Liaison Librarians.
- D, iii Data for 2014/15 reflects the content loaded from the previous library system (Conifer) during the migration to the new library system (Alma/Primo) during the summer of 2014, which is reflected in a larger count.
- E, i “books loaned” reflects the physical collection only. Work is required among academic libraries to reach consensus on the metric to measure ‘usage’ of e-books online.
- E, iv Data for 2014/15 total reflects the period during migration to the new library catalogue and search system, perhaps an indication of the learning curve experience by users.
- F, iii, iv “User sessions” increased while “page-views” decreased on Leddy webpages. It could be due to the introduction of one-stop-search in Primo where article-level indexing on the primary screen replaces the need for users to seek out specific disciplinary databases to search for articles.



Leddy Library Strategic Plan 2012-2017

Direction 1: Enable an inviting and successful library experience.

The Library will strategically provide services and space, both in-person and virtual, to anticipate user needs on a foundation of service excellence.

Goal 1.1 – Enhance and deliver in-person services and physical spaces to ensure our ongoing ability to meet the evolving needs of diverse user communities in a welcoming environment.

Goal 1.2 – Continue to develop and augment virtual services and support for new technologies to strengthen the experience of the mobile library for the campus community including those working off campus and through online education.

Goal 1.3 – Build on our accomplishments in providing in-depth research and curriculum support and mentorship in a revitalized liaison role.

Direction 2: Expand upon the Library's role as a hub for research and learning activities.

The Library will grow as a vibrant focal point for the University and the local community.

Goal 2.1 – Build and maintain library collections that continue to support research and learning activities undertaken in both real and virtual space by the University campus community.

Goal 2.2 – Seek and foster opportunities for collaboration that utilize the Library's interdisciplinary nature and its core role in both research and learning.

Goal 2.3 – Continue to cultivate a focus on acquiring and digitizing material of historic and cultural importance to the Windsor/Essex region, and further explore collaborative opportunities at provincial and national levels for more broadly conceived digitization activities.

Direction 3: Take a leadership role in scholarly communication.

The Library will lead on providing services, initiating policy development and building awareness on campus in support of evolving methods of scholarly communication.

Goal 3.1 – Develop a comprehensive scholarly communications plan.

Goal 3.2 – Augment support for Open Access publishing on campus through the provision of innovative tools for online collaboration and publication.



Goal 3.3 – Work to raise awareness of and participation in international Open Access, Open Source, and Open Data movements.

Goal 3.4 – Expand existing tools, infrastructures and strategies to curate, preserve, and expose the scholarly research, data and creative output of our faculty and students.

Goal 3.5 – Seek opportunities to contribute, participate and collaborate in open teaching and learning initiatives on campus.

Direction 4: Support a culture of lifelong learning, skills development and customer service excellence for all library personnel.

The Library will provide an environment that encourages the pursuit of excellence to meet the rapidly evolving needs of our user communities.

Goal 4.1 – Assess and implement strategies in support of ongoing personnel development and growth.

Goal 4.2 – Enhance and maintain a workplace culture of mutual respect and a desirable work environment.

Direction 5: Tell our Story

To further enhance the reputation of the University of Windsor, the Library will heighten awareness of its accomplishments, services and activities.

Goal 5.1 – Augment existing public-relations and marketing functions to develop new and vibrant ways to tell our story within the campus community, in the local community, provincially, nationally, and internationally.

Goal 5.2 – Build on existing assessment practices to focus on measurable goals that will guide future directions and ensure accountability.

Goal 5.3 – Explore community outreach activities to generate new relationships and strengthen existing community partnerships.



**University of Windsor
Academic Policy Committee**

5.2 PhD in Nursing Admission Requirements - Revisions

Item for: **Approval**

Forwarded by: **Nursing Faculty Council**

MOTION: That the PhD Nursing Admission Requirements be revised as follows:

THE DOCTOR OF PHILOSOPHY DEGREE IN NURSING (PhD in Nursing)

The PhD program, focusing on health outcomes and health services research, will normally involve four years of **full-time** study. It will combine coursework, comprehensive exams and a dissertation. This program will prepare graduates to assume leadership roles in academic and practice settings. Research and scholarly activities will prepare graduates to contribute to nursing practice, the design and delivery of health care, and policy development.

Admission Requirements

~~Applicants must have a completed Master's degree normally with thesis from a nursing and/or nursing-related program. Applicants must be registered or eligible for registration with the College of Nursing of Ontario. Applicants must also submit three letters of reference, a statement of academic interest and professional plan, and a CV.~~

~~A minimum 77% average in their Master's program is required. For international students, successful completion of an English Language Proficiency Exam is required.~~

~~The Ph.D. program will normally involve four years of full-time study consisting of course work (most of it in Year 1), a comprehensive exam (normally in Fall of Year 2) and a dissertation. The dissertation requires independent, original research and makes up at least two thirds of the time normally required for the program.~~

~~**Total courses:**~~

~~Minimum of four courses prior to beginning dissertation proposal.~~

Applicants must:

- Have a completed baccalaureate degree in nursing from a recognized university
- Have a completed Master's degree in nursing or other relevant discipline from a recognized university
- Be licensed/certified to practice as a registered nurse in a Canadian province or internationally
- Have a minimum 77% (B+) average in their Master's program

Submit

- Curriculum vitae (CV)
- Three professional letters of reference.
- A statement of research interest and a career plan
- Provide two examples of independent scholarly work (e.g., publications, research reports, course assignments)
- For international students, successful completion of an English Language Proficiency Exam may be required. Refer to Application Information in Graduate Calendar for requirements

Other

- Interview may be required

Rationale:

- The submission of examples of independent scholarly work has been added to allow the Admission Committee to assess writing skills and scholarly contributions
- Be licensed/certified to practice as a registered nurse in a Canadian province or internationally (not just College of Nurses of Ontario); this is consistent with admission requirements for PhD programs at other universities
- Statement of academic interest and professional plan has been clarified to read statement of research interest and a career plan