



**NOTICE OF MEETING**

**There will be a meeting of the  
ACADEMIC POLICY COMMITTEE  
Wednesday, January 17, 2018 at 9:00am-11:00am  
In Room 209 Assumption Hall**

**AGENDA**

**Formal Business**

- 1 Approval of Agenda**
- 2 Minutes of meeting of November 22, 2017**
- 3 Business arising from the minutes**

**Item for Approval**

- 4 Outstanding business**
  - 4.1 New Course Numbering Framework – Minor Revision**

**Dr. James Gauld**  
APC180117-4.1

**Item for Information**

- 5 Reports/New Business**
  - 5.1 Annual Report on Domestic Recruitment (2016-2017)**

**Prof. Lionel Walsh**  
*Lead Reader: Dr. Dan Mennill*  
APC180117-5.1

**Additional Business**

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

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

**University of Windsor  
Academic Policy Committee**

**4.1: New Course Numbering Framework – Minor Revision**

Item for: **Approval**

Forwarded by **Faculty of Graduate Studies**

**MOTION: That the proposed revision to the New Course Numbering framework be approved.**

Proposed Revision:

*[revisions are in bold and strikethrough]*

Number Code = 4 numeric characters with the first digit designating the year/level of study:

1xxx = first year undergraduate course

2xxx = second year undergraduate course

3xxx = third year undergraduate course

4xxx = fourth year undergraduate course

5xxx = second-entry programs (Education, Law)

6xxx = post-baccalaureate diploma or certificate courses

~~7xxx = Masters level courses\*~~

8xxx = **Masters and Doctoral level courses\*\*** ~~Graduate diploma courses (where they differ from the Masters' courses)~~

9xxx = ~~PhD~~ **Doctoral level courses (where the courses are unique to the Doctoral program)\*\***

**Rationale:**

**Background Information**

At the APC meeting on November 22, 2017 members raised concern about the proposed revisions to the new Course Numbering framework. The revision proposed to distinguish between the professional course-based Masters (cost-recovery programs) and other Masters programs by defining different levels of course numbers. However, concerns were raised regarding the issue that this differentiation (7000 level for cost-recovery Masters and 8000 level for other Masters programs) would help to support the argument that these course-based cost-recovery programs are “other” and lesser than research-based Masters programs; a perception that some areas are trying hard to overcome. In light of this, the proposal was sent to Graduate Council for consideration and asked to report back to APC.

**Feedback from Graduate Council**

Graduate Council met on December 12, 2017 to discuss the New Numbering Framework within the context of whether three sets of numbers are needed to describe graduate courses within graduate programs.

There was clear sentiment that regardless of the delivery format of a graduate program, all graduate programs meet Graduate Degree Level Expectations as outlined by OCAV.

The discussion centered on three main questions:

1. Should International Cohort based Masters programs have their own course numbering system?
2. Should there be differentiating between Masters and Doctoral level courses where there has been no differentiation in the past?
3. Is there a need for separate doctoral course numbering?

1. International cohort based Masters programs are currently handled many ways in the Graduate Calendar. For example, the Master of Management and Master of Actuarial Science programs use a unique course prefix. In contrast, the International Education program uses identical course numbers to the other MEd programs but has unique section numbers. In the Master of Engineering suite of programs, the course numbers are identical to the MASc and PhD courses.

The other issue is that the University of Windsor does not have a definition of what constitutes a “professional Masters’ program”. Many identify this term with the International cohort based programs, while others identify this term with Nursing, Social Work, Business, Psychology etc.

***\*We recommend holding the use of the 7XXX for future development that may not fall into a traditional graduate program.***

2. Many graduate programs do not currently distinguish between Masters and Doctoral level courses, and Masters and Doctoral students often study together. By allowing the course numbering to capture this it eliminates the need to cross-list courses simply for the purposes of the course numbering project. In programs that allow fast-tracking between Masters and Doctoral programs, it will be clear that the previously attained credits are transferrable to the new degree.

**\*\*We recommend the 8XXX number code be labelled for Masters and Doctoral level courses (where there is no distinction being made).**

3. There is a need for a separate Doctoral number code. The dissertation course, seminars, internships, comprehensive examinations (where a course number is assigned) are *solely* available to Doctoral students.

**\*\*\*We recommend that the 9XXX number code be labelled Doctoral level courses (where different from 8XXX).**

There was strong sentiment that the Masters and Doctoral courses need to use the highest numbers in the Course Numbering framework given they are the highest-level credentials awarded by the University.

**University of Windsor  
Academic Policy Committee**

**5.1: Annual Report on Domestic Student Recruitment (2016-2017)**

Item for: **Information**

Submitted by: **Assistant VP, North American Recruitment**

**1. Executive Summary**

**A. Introduction**

The Mission of the Student Recruitment Office (SRO) is to inspire eligible students of diverse backgrounds from a regional, national, and North American pool of prospective students to apply to the University and accept our offer of admission. It seeks out quality students who are capable of attaining the University's Graduate Attributes. The SRO is also committed to ethics and professionalism in student recruitment.

**B. Goals and Objectives of Reporting Year**

**1. *Provide an exceptional undergraduate experience:***

1. Collaborate with internal and external partners to execute the annual Recruitment Plan.
2. Advance the University's retention efforts by recruiting students who are academically prepared.
3. To implement processes and procedures that ensure information and services are available to prospective students and their parents in a timely, accurate fashion.
4. To recruit qualified students through effective and expanded recruitment and marketing strategies, including communication through electronic means, telecommunications, campus-based programs, and off-campus recruiting events.
5. To increase the quality and quantity of students who enrol in all programs in order to support the University's academic and financial goals.
6. To enhance the operational effectiveness of the Student Recruitment Office.
7. To use best professional practices to execute a quality Recruitment Plan directed towards students and parents through multiple formats.

**2. *Pursue strengths in research and graduate education:***

The Student Recruitment team assists with graduate student recruitment in Canada, the United States and, particularly, Mexico. This assists with the realization of targets for graduate student enrolment and the strengthening of research at the University.

**3. *Recruit and retain the best faculty and staff:***

The success of our Recruitment Plan will assist the University in recruiting and retaining the best faculty and staff due to the quality of our students and our ability to recruit a sufficient number of students to help meet the University's budget targets.

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

The SRO partners with local schools, teachers, and guidance counsellors in order to actualize the Recruitment Plan. We also partner with local organisations such as Junior Achievement and the WFCU Arena to conduct recruitment events.

**5. *Promote international engagement:***

The SRO is involved in international recruitment in the United States and Mexico

C. Successes

Increased number of prospects through high school visits

Ontario Universities Fair (OUF): instituted best practices in booth behaviour and provided detailed training to faculty and staff prior to attending the Fair

Increased number of prospects through OUF Electronic Data Collection

Increase in US Recruitment resulting in increase in prospects

Increased out-of-province prospects through third party electronic recruitment

Increased on campus visits by prospective students (Open House and Campus Tours)

Free Busses brought prospective students from GTA and London to Open House events (two from Toronto and one from London)

13 videos created to increase our online recruitment

Brand recognition increased due to province-wide marketing plan, especially in GTA

Training for contract staff has increased due to evaluation of procedures and recommendations from last year's contract staff.

Increased pool and quality of applicants for contract staff positions, resulting in increased quality of staff

D. Challenges

Budget: current budget is \$1 million; costs are approximately \$1.25 million. We expect this to be addressed when the new Associate VP Enrolment Management is in place

Declining demographic in 18 – 24-year-olds in Ontario, especially locally. SEM Works Report recommends a focus on local and GTA but we do not have enough Recruitment Officers to do this effectively.

Right now, 70% of local students who pursue post-secondary education locally, go to St. Clair; our budget does not allow us host on-campus events at the same level as St. Clair

Ability to attend events at Ontario high schools compromised due to increase in Post-Secondary Information Events and lack of staff

OUF Booth: poorly designed and inadequate space for number of UWindsor personnel on floor.

Online recruitment initiatives, although increased since last year, continue to be behind industry standard regarding web-based recruitment events. The biggest gap is in webinar events, which would require increased staff to mount consistently

Data Collection: we operate on 7 different platforms for contact with prospective students. They do not integrate with one another, are cumbersome and crash often. We look forward to the implementation of the new CRM, which is expected to solve these issues.

Training for contract staff continues to be an issue due to CUPE Regulations that prevent us from hiring them for more than 59 days.

Workload for the Communications and Events Coordinator is too heavy due to elimination of IT and Manager positions in the Recruitment Office.

We have outgrown the Office in the Welcome Centre due to the addition of the Digital Communications staff members. The needs of this position include four stations for editing and storage for a growing amount of equipment, none of which was planned for in the new building.

Difficulty in hiring and training Student Ambassadors for Campus Tours and Telecounselling

## 2. Report

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

#### **The Recruitment Season**

The Recruitment Season begins in Fall Semester. Contract Liaison Officers, who are hired from mid-August through early-November each year, observe two school visit presentations conducted by one of our Recruitment Officers in Chatham. However, the Fall Semester recruitment season officially begins with the Ontario Universities Fair (OUF) in Toronto (23-25 September 2016), during which all 21 Ontario Universities recruit prospective students.

#### **Ontario Universities Fair (OUF) Prospects 2014-2015.**

Day	RFI		Change
	2015	2016	
Friday	681	1107	426
Saturday	957	1979	1002
Sunday	710	1511	801
<b>Total</b>	<b>2348</b>	<b>4597</b>	<b>2235</b>

#### **School Visits**

	2015	2016	Change
Individual School Visits and Mini-Fairs	433	426	-7
University Information Programs	80	80	0
Out of Province Fairs and School Visits	20	33	13
<b>Total</b>	<b>533</b>	<b>539</b>	<b>6</b>

#### **US School Visits**

	Fall 2015	Winter/Spring 2016
Fairs Attended	20	26
High School College Fairs – reply card	252	114
NACAC Inquiries	0	223
<b>Total</b>	<b>272</b>	<b>363</b>

#### **Guidance Counsellor Events**

	2015	2016
Provincial Dialogue Events	7	7
Local Guidance Counsellor Lunch	1	1
Guidance Counsellor Forum Lunch	39	49*

\*Regional Dialogue event so Counsellors from out of region attended

## Telecounselling

	2015/2016	2016/2017	Change
Fall Prospect Calls (October/November)	3100	5788	2688
Fall Uncompleted calls (no answer)	396	1073	677
Winter Applicant Calls	4261	2939	1322
Winter Uncompleted Calls (NA)	3793	731	-3062
Total Hours	1002	1041	39
Total Cost: student employees	\$10,776	\$12,492	\$1716

## Campus Tours: by Country

	2015/2016	2016/2017	Change
Canada	533	609	76
United States	25	66	41
Bahamas	1		-1
Brazil	2	1	-1
China	1		-1
Ghana		1	1
Germany		1	1
Italy	1		-1
France	1		-1
Japan	1	1	0
Kazakhstan		1	1
Qatar	1		-1
Trinidad and Tobago	1		-1
United Arab Emirates	1		-1
United Kingdom	2		-2
Unknown	13		-13
<b>Total</b>	<b>568</b>	<b>680</b>	<b>12</b>

## Campus Tours: by Province

	2015/2016	2016/2017	Change
Ontario	514	583	69
Alberta	5	5	0
British Columbia	2	11	9
Manitoba	1	1	0
New Brunswick	4	0	-4
Newfoundland	0	0	0
Nova Scotia	3	6	3
Quebec	2	2	0
Prince Edward Island	0	0	0
Saskatchewan	1	1	0
Unknown	1	0	-1
<b>Total</b>	<b>533</b>	<b>609</b>	<b>76</b>

## Campus Tours: United States

	2015/2016	2016/2017	Change
Michigan	15	34	19
Alabama	0	1	1
Arizona	1	0	-1
Arkansas	1	0	-1
Connecticut	0	1	1
Georgia	0	1	1
Illinois	1	1	0
Indiana	1	1	0
Iowa	1	1	0
Maine	0	1	1
Maryland	0	2	2
Massachusetts	0	2	2
New Hampshire	0	1	1
New York	0	1	1
North Carolina	0	1	1
Ohio	1	8	7
Oregon	0	1	1
Pennsylvania	1	2	1
Tennessee	0	1	1
Texas	1	0	-1
Virginia	0	1	1
Washington	1	0	-1
Wisconsin	1	1	0
<b>Total</b>	<b>25</b>	<b>66</b>	<b>41</b>

## Applicant Receptions

Location	Attendance		Change
	2015	2016	
Chatham	24	29	4
London	28	26	-2
Mississauga	45	36	-9
Scarborough	20	34	14
<b>Total</b>	<b>117</b>	<b>125</b>	<b>8</b>

## Open House Events

Event	Attendance			Change
	2015	2016	2017	
Spring Open House	759	674	936	252
Fall Open House	696**	686		-10
**FOH # is inaccurate as many guests did not check in. Note: we do not have the ability to determine how many attended without registering				



## Prospect Leads

Program	2015/2016	2016/2017	Change
SchoolFinder	832	3898	
Cappex	0	4752	4752
Kazuber	8161	19,508	
College Week Live (December 2016 – March 2017)	0	935	935
YouVisit (Oct 2016 – June 2017)	0	591	591
<b>Total</b>	<b>8993</b>	<b>29,684</b>	<b>20,691</b>

### B. New Actions/Initiatives

1. Cappex: US students interested in studying outside US
2. SchoolFinder: Canadian Students
3. Schoold: this initiative was abandoned due to licencing and compatibility issues
4. Newcomer Recruitment Events: 2 held in GTA
5. Implementation of CRM: planning completed
6. Implementation of recommendations from SEMM Works
7. Continue making Recruitment Videos, including a series for the Promise Campaign for external use

### C. Future Actions/Initiatives

1. Implementation of CRM
2. More systematised training for all recruitment staff
3. Lobby for increased budget to meet needs of 21<sup>st</sup> Century recruitment
4. Hire GTA Recruiter (announced in Senate in spring 2016)
5. Acquire space for editing of videos and storage of equipment
6. Acquire budget for cloud storage of videos/photos
7. Continue to re-envision Viewbook to meet needs of 21<sup>st</sup> Century student
8. Create training manual for permanent staff and for student employees

### D. Recommendations for Senate consideration (if any)

None.