

**NOTICE OF MEETING**  
There will be a meeting of the  
**ACADEMIC POLICY COMMITTEE**  
Tuesday March 26, 2019 at 9:00am-11:00am  
In Room 209 Assumption Hall  
**AGENDA**

**Formal Business2**

- 1 Approval of Agenda
- 2 Minutes of meeting of February 25, 2019
- 3 Business arising from the minutes

**Item for Information**

- 4 Outstanding business
    - 4.1 Template for Annual Reporting to Academic Policy Committee – Revised
- Antonio Rossini**  
APC190326-4.1

**Item for Approval**

- 5 Reports/New Business
    - 5.1 Policy on Course Numbering – Proposed Revisions
- Alice Miller**  
APC190326-5.1

**Items for Information**

- 5.2 Experiential Learning Annual Report  
*Lead Reader: Dr. Jill Urbanic*
  - 5.3 Internationalization Annual Report  
*Lead Reader: Dr. Scott Martyn*
- Judy Bornais**  
APC190326-5.2  
  
**Chris Busch**  
APC190326-5.3

**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:           **Template for Annual Reporting to APC - Revision**

Item for:       **Information/Discussion**

**Rationale:**

- At the APC meeting of January 2019, it was agreed that a section entitled “*Lessons Learned*” should be included in the template for annual reports.
- See section 1E.

## **To: Reporting Area**

*The purpose of submitting annual reports to Senate through the Academic Policy Committee (APC) is: 1) to be able to assess whether areas connect with the University's strategic priorities; 2) to demonstrate advancement in each area, through qualitative and quantitative data and analysis; 3) to identify challenges and areas for growth, which can help resource allocation decisions; 4) to identify steps to be taken over the upcoming year to build on successes and address challenges, and to identify policy decisions that may need to be made or considered by APC.*

*This Report to the Academic Policy Committee should be no longer than 4-5 pages, and should follow the template provided below. Should you wish to attach your area's annual report publication or provide a link to it, you may do so.*

*If you have any questions relating to your annual report to APC or this template, please contact the Chair of APC, Dr. Antonio Rossini, or the University Secretary (Renée Wintermute (x3347).*

### **Template for Annual Reporting to the Academic Policy Committee**

#### **1. Executive Summary**

*[This section, 1A-1D, is intended to be a brief 1 page summary. Details are to be provided in the "Report" section below.]*

##### **A. Introduction**

*[brief description of role/mandate of the area]*

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

*[list goals and objectives of the area for the reporting year under the appropriate strategic priority heading.]*

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

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

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

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

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

##### **C. Successes**

*[briefly list successful activities/initiatives during the reporting year.]*

##### **D. Challenges**

*[briefly list challenges that arose during the reporting year and whether they were addressed or are ongoing, and any policy decisions that may require APC consideration.]*

##### **E. Lessons Learned**

*[This section should be used to share information that reflects both positive and negative experiences encountered during project implementation. Lessons learned can mitigate issues arising in future projects, thereby improving their success, by highlighting best practices, miscalculations, and areas for improvement encountered.]*

## 2. Report

*[In this section, 2A-2C, the area is asked to provide details on the information listed in the “Executive Summary” section.]*

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

*[How do the goals and objectives link to the values and five priorities of the University’s strategic plan? Provide a description of the activities and initiatives undertaken during the reporting year, linking them to the University’s strategic plan. In describing successes and challenges, please provide quantitative and qualitative data and analysis. What challenges arose during the reporting year and what is the impact of these challenges on meeting goals and objectives? Are there policy gaps?]*

#### *University Strategic Plan*

*Mission: Enabling people to make a better world through education, scholarship, research and engagement*

*Vision: The University of Windsor is a progressive student-centred University, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue*

#### *Values:*

- *Commitment to the highest intellectual standards*
- *Commitment to the highest standards of human rights and freedoms*
- *Commitment to have the student experience be a central consideration in decision-making*
- *Commitment to civility and respect for others*
- *Commitment to applying teaching, research, and creative activity to issues of importance to the world*
- *Commitment to be a responsible steward of people, culture, resources and the environment*

#### *Strategic Priorities:*

1. *Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition*
2. *Create a more research-intensive university with graduate programs that build on academic and professional strengths*
3. *Recruit and retain the best faculty and staff*
4. *Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region*
5. *Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths*

### B. Future Actions/Initiatives

*[Actions/initiatives that will be undertaken in the next year to continue to build on successes, to meet goals and objectives, and to address challenges. Include list of new and/or revised goals and objectives. Include potential new policy developments and suggestions for programming priorities.]*

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

*[list proposed recommendations for academic policy or regulation changes for Senate consideration and include rationale.]*



**University of Windsor  
Academic Policy Committee**

5.1: **Policy on Course Numbering – Proposed Revisions**

Item for: **Approval**

Forwarded by: **Alice Miller, Registrar**

**MOTION:** That the proposed changes to the Policy on Course Numbering be approved.

Proposed Changes:

**ADD:**

**Course Renumbering:**

From time to time, a review and analysis of the curriculum necessitates changes to programs which may include the renumbering of some courses. Course renumbering should be limited and should be pursued only in cases where there are compelling pedagogical reasons for doing so.

Reusing course numbers, previously assigned to other courses, is not permitted.

**Rationale:**

- Renumbering courses causes logistical issues in terms of having to update multiple systems with the new course number and ensure that they are programmed such that students who completed the course under the old number cannot take the renumbered course for credit, unless it is to repeat the course, in which case the system has to be clear that the renumbered course is the same as the older course for the purposes of repeating the course.
- There is also a ripple effect on provincial, national, and international systems (e.g., Groningen Declaration Network), in which the University is a participant, since these systems also need to be updated for transfer credit purposes and credential portability.
- To ensure that student records are clear and given the new four-number code, the practice of allowing a course number that had not been in use for ten or more years to be reused, will no longer be permitted.
- PDC discussed the issue of the reuse and renumbering of courses and provided its suggestions to the Registrar, who was encouraged to submit a proposal to APC for consideration.

**University of Windsor  
Academic Policy Committee**

**5.2: Office of Experiential Learning Annual Report**

Item for: **Information**

Forwarded by: **Judy Bornais, Executive Director, Office of Experiential Learning**

**1. Executive Summary**

**A. Introduction**

Learning from experience in educational and practice settings and integrating those experiences for effective professional practice is increasingly viewed as a solution to labour market preparation. The demand for workplace based experiential learning combined with classroom-based cognitive learning continues to increase from all constituents and stakeholders. The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President-Academic exists to facilitate experiential learning opportunities across the institution. In collaboration with Deans, AAU Heads, Program Committees, Student Service providers, and individual faculty members, the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning across all disciplines and faculties.

The Office is comprised of two distinctive units, both reporting to the Executive Director Experiential Learning. **Co-operative Education and Workplace Partnerships**, located in Lambton Tower, is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships), and employer relations. **Career Development and Experiential Learning**, located in the Joyce Entrepreneurship Centre, stewards the integration of both career and experiential education into curricula along with the delivery of career development services and supports as well as co-curricular experiential learning programs.

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

- 1. Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition.**
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- 1.1. Created a new UWindsor Internship Program** for chemistry/biochemistry enabling students to participate in 8-, 12-, or 16-month internship opportunities after completing their third year. **Completed.**
- 1.2. Launched our UWindsor Internship Program** for chemistry/biochemistry and are working with other AAUs to further expand the number of disciplines involved in our internship programs. **Launched and looking to expand.**
- 1.3. Launched and expanded our overhauled work-integrated employment preparatory program (TRANSFORM)** to enhance work-term preparation, and increase employability and workplace productivity. We have expanded the program and hired permanent staff to help ensure its success and provide an exceptional learning experience for our students. **Launched and continuing to expand.**
- 1.4. Building off the faculty alignment strategy, collaborate with individual faculties to review programming offered by Career Development and Experiential Learning with the intention to develop new faculty or discipline-specific career development programming.** There were multiple discipline-specific initiatives

launched in 2018. We launched *Propel XL: Grad Student Career Academy*, a two day PD conference specifically for graduate students in partnership with the Faculty of Graduate Studies. We also worked with the Faculty of Engineering to host a career fair in the CEI lobby specifically for Engineering students and the companies looking to hire. We have also started planning a career fair for Nursing students to take place in March, 2019. We also continued working with the Faculty of Science's USci team on supporting their "Careers in Science" weeks by offering customized workshops. We continue to provide support to eight different courses (7 in FAHSS and one in Faculty of Education) that incorporate a field or community placement. The type and level of support ranges from course to course, but includes things like sourcing placement opportunities, assisting in student preparation prior to the placement, pre-screening candidates, facilitating reflection sessions, and administering the insurance process. **Completed and Ongoing.**

- 1.5. Continued the work started in 2017 to transition the University of Windsor's work study program into a co-curricular experiential learning program known as Ignite. In 2018, the model was changed to a wage subsidy format in which proposed work study positions were evaluated and awarded funding. This meant that any student that met basic eligibility requirements could attend an Ignite launch session and access the opportunities that were being funded by the program. This is different than in previous years when students had to apply to work study and be assessed for financial need before accessing the opportunities, which had been vetted, but not limited in numbers (i.e. whoever hired first could have a funded student and then once the target number of students were hired, any unfilled positions stayed that way). Under the new program, Ignite, rather than all students being paid directly from the Work Study budget, as was the case with the previous model, campus departments are now paying students out of their own departmental budgets and will be reimbursed for dollars spent in two installments. **Completed and Ongoing.**
- 1.6. Continue to strive to maintain our profile on campus and provide students with information to enhance their career development by publishing and distributing a Career Development Activity Guide to showcase the need for students to create a career plan to put their degree to work upon graduation, including assessment services, methods for exploring careers and expanding skills, and marketing to find oneself the perfect job. More than 5000 hard copies of these guides were distributed in 2018 in addition to an ever- available electronic version. **Ongoing.**
- 1.7. In collaboration with the Leddy Library, we continue to further expand our "**Career Resource Library**" in the Career Development and Experiential Learning atrium (main floor, Joyce Entrepreneurship Centre), providing a one-stop hub for students to browse, check out, and discuss career development materials directly with a career advisor. In 2018, we had 82 loans, which is an 86% increase over 2017. **Ongoing.**
- 1.8. Coordinated the refresh and update of "**UWindsor Experience Maps**" for approximately 40 majors to outline curricular, co-curricular, extra-curricular, and career-development opportunities students can undertake to maximize their experience at UWindsor. The maps published in 2018 were the second iteration of the maps originally developed in 2017 and included several improvements informed by feedback from student focus groups and other campus stakeholders. Improvements included a refreshed design, reduced amount of text, the addition of academic requirements for programs, and the option to include an alumni photo and testimonials. **Completed.**

Uwindsor Experience Maps can be accessed online at: <http://www.uwindsor.ca/experiencemaps>.

- 1.9. A website is under development and is soon to be launched that will provide faculty and staff with resources on experiential learning including risk management information, as well as tips and guides for implementation. **In Progress.**

- 1.10. In collaboration with the Registrar, Senate Secretariat and Centre for Teaching and Learning, a pilot SMA-3 project was undertaken to **identify experiential education elements** within individual courses in Chemistry, Physics, EES and General Science. Following the completion of the SMA-3 pilot, the Office of Experiential Learning has begun expansion of the tagging of experiential education elements within course across campus which includes assessing the opportunities in other departments within the Faculty of Science as well as in the Faculty of Business, Engineering, Human Kinetics and Nursing. **Completed and In Progress.**
- 1.11. One of the goals for 2018 was to formally submit for adoption to the University's Academic Policy Committee, **terminology on experiential education**, experiential learning, work-integrated learning and associated types of learning as proposed by the Provost's Task Force on Experiential Learning (est. early Spring 2017). However, during the SMA-3 pilot "Tagging Undergraduate Courses for EL Project", which involved multiple universities across Ontario, it became evident that there were various interpretations of the typologies and definitions of experiential education used across the higher education sector. The outcomes of the pilot helped identify the types of EL that are common across post-secondary institutions, as well as to operationalize an understanding of these definitions of EL along with examples of the different categories. While formally submitting for adoption to the University's Academic Policy Committee, **terminology on experiential education**, experiential learning, work-integrated learning and associated types of learning is a goal of the Office of Experiential Learning. At this point, a revisiting of the definitions will need to occur, particularly if the Ministry defines specific EL categories and requires reporting based on Ministry identified definitions. **Revisiting and Ongoing.**

## 2. Create a more research-intensive university with graduate programs that build on academic and professional strengths.

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- 2.1. In collaboration with the Faculty of Graduate Studies, the Career Development and Experiential Learning office continued to develop career and professional development programming specifically for graduate students under the Propel program umbrella. In 2018, we hosted *Propel XL*, a two-day professional development conference attended by 163 graduate students. In addition to *Propel XL*, there is also a Propel workshop series which runs each term. Workshop content is specifically targeted to graduate students and the career development questions they are trying to answer, with a focus on translating the skills they learn in their graduate work to either academia or industry. Example topics included, Being Your Own Boss during and after Grad School, Best Practices in Professional Communication, Marketing Your Skills through a Teaching Dossier, Stress Hardiness: Increase Your Cognitive Capacity and Resilience to Stress, and What Careers Can I Do with a Graduate Degree? **Completed.**

Resources can be accessed online at: <http://www.uwindsor.ca/propel>

## 3. Recruit and retain the best faculty and staff.

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- 3.1 Invest in the ongoing learning, training, and professional development of all career professional staff, including individuals seeking professional credentials; especially around emerging issues or trends in career development such as certification/professionalization, supporting a diverse student body (i.e., international students, student with disabilities, and aboriginal students), changing job market, and international/global careers. **Ongoing.**
- 3.2 Invest in the development of faculty and staff in the area of experiential education. In July of 2018, the Office of Experiential Education hosted and sponsored a three day immersive National Society of Experiential Education (NSEE) Experiential Education Academy for faculty and staff. The University of Windsor is the first Canadian Institution to partner with NSEE and its Experiential Education Academy. NSEE's Experiential Education Academy (EEA) touts itself as the nation's [USA's] "premier certificate

program for experiential educators. The Academy provides foundational knowledge in the theory and practice of experiential education”. Twenty-two faculty and staff from 19 departments across the University of Windsor received certification as a result of the academy. In addition, the Office of Experiential Education is working to develop a website for faculty and staff interested in experiential learning with contact, resources, legal and liability content and references. **Completed and Ongoing.**

- 3.3. Supporting and developing staff in both Cooperative Education and Workplace Partnerships as well as Career Development and Experiential Learning through professional development activities. In December, staff participated in community service-learning at one of three United Way-sponsored organizations: Unemployed Help Centre, Sandwich Teen Action Group, and On Track to Success followed by reflection. The initiative allowed staff to gain insights into the benefits of EL, learn about local community partners and further develop as a team. In addition, the day included an interactive workshop on Gen Z students designed to help staff better understand this population of students with whom they work. **Completed.**

#### 4. Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region.

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- 4.1. Create and launch an institution-wide employer survey to collect information on how employers believe our experiential education programs are benefiting their businesses, identify engagement preferences, and to ask for suggestions on ways to improve certain processes. **In Progress.**
- 4.2. Establish an “Employer Engagement Team” in both Windsor-Essex region and the Greater Toronto Area with a focus of generating new high-quality partnerships with employers. This Integrated approach will help facilitate new work-integrated learning opportunities across all academic programs, and potential cross-discipline research opportunities to showcase UWindsor’s top notch student talent and Faculty research expertise. **Future Initiative.**
- 4.3. Develop and launch a promotional “Every Employer Needs a..(insert student name here). ” print, web, and social media campaign to help connect employers with UWindsor students in support of work-integrated learning or post-graduate employment opportunities. **In Progress.**
- 4.4. Members of the Office of Experiential Learning are engaging with *Workforce WindsorEssex* (WFWE) and will begin representing the University of Windsor on their Central Planning Table and continue contributing to the Service Provision working group. Collaborating with community partners such as WFWE will help promote Windsor-Essex, its workfoce and our local economy. **In Progress.**

#### 5. Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths.

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- 5.1 Revisions to Career Ready Funding allowed for the addition of two new initiatives. The Experiential Learning Project Fund and the Experience Abroad Fund that will enhance opportunities for student to participate in study/ work abroad exchanges. **Secured funding and developing the initiative.**

#### C. Successes:

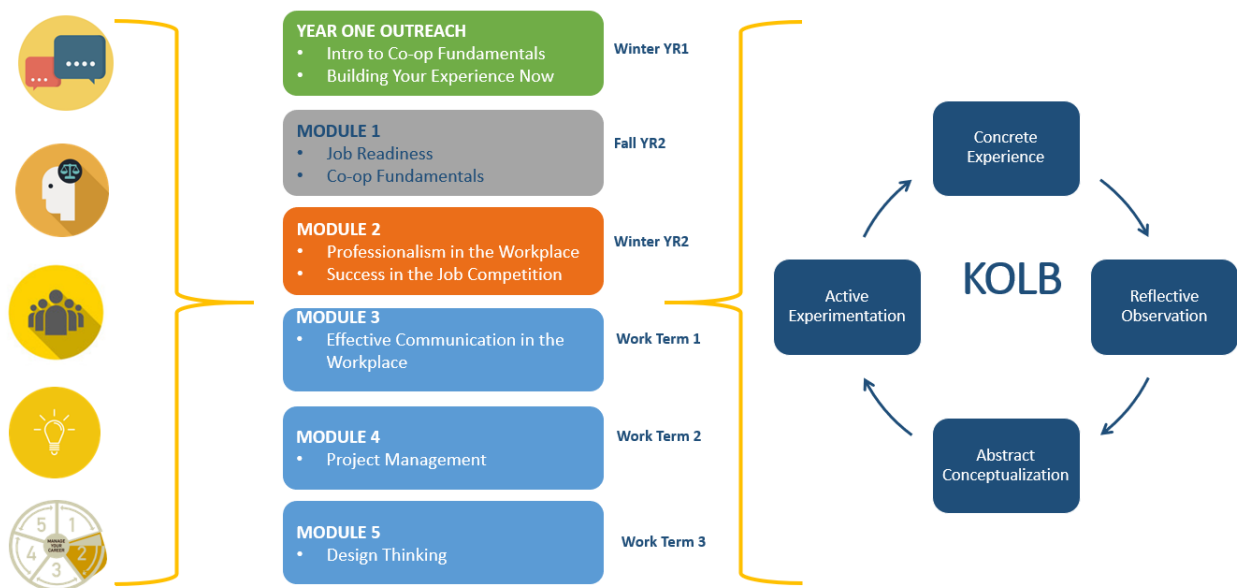
- i. **Investment in Professional Development:** As our enrolment has grown, so has our staff. As part of our commitment to deliver strong programming for students we need to reflect and continuously improve our own internal practices. In 2018, we were able to invest in our human resources and have staff members attend conferences, workshops and webinars where best practices were shared among colleagues as well as knowledge shared by industry experts to help stretch our current beliefs and practices. Some of the conferences and workshops the staff engaged in were through organizations such

as Co-op Education and Work Integrated Learning (CEWIL) Canada, Education at Work Ontario (EWO), NACE (National Association of Colleges and Employers), National Society for Experiential Education (NSEE), Canadian Association of Career Educators and Employers (CACEE) and Cannexus, a premier event in the career practitioner industry. We also dedicated a day in December to staff professional development by partnering with the United Way to provide opportunities for our staff to spend the morning at one of three community agency sites. The initiative allowed staff to gain insights into the benefits of EL, learn about local community partners and further develop as a team. In addition, the day included an interactive workshop on Gen Z students designed to help staff better understand this population of students.

- ii. Two members of our staff were awarded Service Awards for their work in 2018. Lynna Baran, one of our employer facing frontline staff members was awarded the 'U Make a Difference Award' and Johanna Beneteau, our internship coordinator was nominated by the School of Computer Science for her work with the Master of Applied Computing students and was awarded the 'Service Excellence – First Five Years' award.
- iii. Revisited and made significant changes to the Volunteer Internship Program to align with a Community Service Learning (CSL) model to include an updated vetting process to focus on learning outcomes, competency development, opportunity to apply disciplinary knowledge, and connection to a community need or global issue. In order for this to occur, the program was taken offline for the Summer of 2018 and re-introduced as VIP – Community Service Learning in the Fall of 2018. The name change also addressed the fact that the program does not meet the definition of an internship or of volunteerism, as outlined in the 2017 Provost's Task Force on Experiential Education report. In addition, several improvements were made to enhance the professional development activities that students participate in during their VIP placement, i.e., building a stronger sense of community through on-line discussion boards and enhancing the learning for students without duplicating services.
- iv. We collaborated with the Faculty of Graduate Studies to host the inaugural *Propel XL* conference, a professional development event for graduate students. The conference was attended by 163 students in 2018. Attendees heard from keynote speakers, had LinkedIn photos taken, participated in breakout sessions, and engaged with alumni and employers in a panel format. A post workshop evaluation survey found 98.4% of the students rating the overall event as good to excellent. Another Propel conference is in the works for 2019.
- v. Student engagement with Career Development & Experiential Learning continues to grow year over year. In 2018, the CDEL team delivered 171 workshops (about ¼ targeted to specific groups) and had a total of 1,452 attendances, for an average of 8.49 students per workshop. This represents an approximate 27% increase in overall attendance from 2017 and a 48% increase over 2016 workshops. When it comes to student appointments (scheduled 1:1 or drop-in with a peer advisor), CDEL delivered a total of 2,402 appointments over the year, which is about 9% more than in 2017, during which staffing levels were the same.
- vi. Our fair events garnered a lot of interest this year as well. Our annual job fair in partnership with St. Clair College was hosted on our campus in 2018 and attracted approximately 120 employers and over 2,000 UWindsor student and alumni attendees, making this 19<sup>th</sup> annual fair the largest to date. In 2016, the last time the fair was hosted on the UWindsor campus, there were just over 1,200 attendees so the attendance levels were 75% higher this year. We also introduced two new smaller and more targeted fairs in 2018. One was an Engineering Career Fair in partnership with the Faculty of Engineering, which was attended by 19 employers and 474 Engineering students in June. The other was a Part-time Job Fair, as part of a Fall Fair Week, which also included our annual Graduate and Professional Schools Fair in addition to the Lancers Care Volunteer Fair, the latter in partnership with The Student Centre.

- vii. Our Applied Learning Coordinator (ALC) continues to provide a variety of support to multiple field placement and community service learning courses (7 in FAHSS and one in the Faculty of Education). The type and level of support ranges from course to course, but includes things like sourcing placement opportunities, assisting in student preparation prior to the placement, pre-screening candidates, facilitating reflection sessions, and administering the insurance process. In 2018, our ALC worked with the course professors to develop and implement improved practices (e.g. the addition of a mid-point reflection session for students in the CMF Internship Course) and also reached out to community partners to develop 104 placement opportunities at 52 different organizations, 16 more than in 2017.
- viii. Successfully launched three new professional development modules of “**Transform**”, a revamped job readiness curriculum developed in 2017 where students gain sought after competencies such as ‘Effective Communication, Project Management and Design Thinking taught in on-line modules while students are on work term. These modules allow students to put their learning in motion, adding value to their host organization through weekly reflective and project-based assignments. Students who complete these optional modules receive a certificate of completion and have another credential on their resume as they seek further employment in subsequent work terms or post-graduation. When combined with students’ academic programs and work-integrated learning experiences, Transform ensures that UWindsor graduates are ready to excel in the workplace, no matter their career path.

## Transform Framework



- ix. Continued the development of **Ignite: The University of Windsor’s Work Study Program** as a co-curricular experiential learning opportunity. In 2018, a new wage subsidy model was introduced. Faculty and staff that wished to hire a Work Study student were able to apply for \$2,500 of funding for each two-semester Work Study position (\$1,250 for one term). Students did not have to apply and be assessed for financial need to work in an approved work study position. Any student that met basic minimum requirements (registered in at least three courses, good academic standing, not on a co-op work term) could attend an Ignite Launch Session to become eligible to be hired and/or gain access to the approved job postings. Interest in the program was strong among both students and faculty/staff. We received proposals for well over 800 Ignite positions, of which we were able to fund 386. We also had almost 1,700 students attend a

launch session in hopes of being hired, which translated into 425 hires (some positions were filled by more than one student).



- x. Designed and distributed 5,000+ print copies of University's **Career Development Activity Guide**, which highlights how students can develop a solid career plan, access resources, participate in programming, and build a bridge between the classroom and the world of work.

The current version is available online at: <http://www.uwindsor.ca/cdel>

- xi. Secured funding as part of the Ministry of Advanced Education and Skills Development's Career Ready Fund to facilitate additional experiential learning opportunities for students on campus, including the hiring of a **Coordinator**.
- xii. Secured funding as part of the Ministry of Advanced Education and Skills Development's Career Ready Fund to enhance opportunities for student to participate in study/work abroad experiences. Funding under two new initiatives was secured: The Experiential Learning Project Fund, designed to support costs associated with creating new for-credit and co-curricular experiential learning opportunities for graduate and undergraduate students and the Experience Abroad Fund designed to support costs associated with student participation in study or work abroad learning opportunities.
- xiii. In partnership with the Faculty of Science, a new internship was launched in Fall 2018 allowing undergraduate students in both Chemistry and Biochemistry an opportunity to work for eight to sixteen months in industry between years three and four. The work terms are paid and relevant to the student's academic studies, giving them an advantage in their post graduation career search.
- xiv. A new module of our placement platform 'mySuccess' was launched in Fall 2018, allowing students in our internship programs to access job postings and resources. It also allowed us to have a common place for each of their work term records and allows us to draw from our unit's existing contact database. This creates efficiency in program administration and streamlines the job posting process. With the growth of the Master of Applied Computing, one of the internship programs we oversee as well as the future growth we foresee happening in internships throughout the university, we have also expanded our frontline staff, hiring a new Employer facing secretary to post the jobs within this module and help with the scheduling of interviews and processes associated with follow up and offers for students in internships.
- xv. As part of our on-going effort to celebrate employers who hire and mentor our internship and co-op students, we have sent each employer who oversees students a 'Thanks a Latte' branded card with a five dollar Starbucks gift card within. We have received many emails from employers who felt it was a nice touch to go out of our way to thank them as individuals for their dedication and time. In 2018, we were also able to present awards to both the Schaeffler Group in Germany for 20 years of dedication to hiring UWindsor students as well as a 10-year award for BlackBerry whose head office is in Waterloo. Dr. Peter Frise presented the award to the Schaeffler Group while in Germany conducting site visits with students.



We were able to hold a luncheon for Blackberry where Deans, Directors and Senior administration were invited to share in the celebration of Blackberry in-person on our campus.

- xvi. During the main round of each term's job competition in the co-op program, students and employers rank their top choices after the application and interview stage. Some tweaks to our mySuccess platform have allowed us to let students see which employer has ranked them as their first choice. Prior to this improvement, students would rank their own top choice of employer blindly. This change has resulted in almost 75% of our employer and students both getting their number one choice for their co-op work term.
- xvii. Our peer advising program launched in Fall 2017 continued throughout 2018 with another strong group of student peer advisors. This year, the team completed over 1,000 drop-in appointments with students in our centre. The peer team also plans and executes engagement activities to promote CDEL to students, curates social media content, and facilitates introductory peer-led workshops on topics such as Resume 101 and Job Search 101. Along with meeting the needs of our student population, these peers gain valuable work experience and participate in a robust professional development program.



- xviii. We launched a “good news” campaign to highlight successes with employer partners and showcase the exceptional work occurring in the Office of Experiential Learning. “The Power to Educate” in the Windsor Life Magazine featured ENWIN Utilities and University of Windsor Co-op students showcasing the benefit of the partnership for student learning. Regular stories are begin featured in the DailyNews highlighting initiatives and partnerships in our office designed to further enhance the recruitment and reputation of the University of Windsor within the community.

#### D. Challenges

##### Growth and System Changes

- The Office of Experiential Learning has undergone significant growth in the last few years with expansion of cooperative education and internships, experiential learning, career development initiatives, Transform Modules, and ORBIS system changes. Combined with the integration of our UWInsite, there is a need for fine tuning and revisiting some of the newly formed initiatives to enhance the quality of the programs, ensure alignment of learning objectives and stability and functioning of our online platform. In addition, the growth requires further development of work integrated placements and development of such placements outside of Windsor-Essex.

##### Transform Modules

- We continue to experience significant challenges managing the registration of students into Transform Modules (requires labour intensive and non-student centric manual processes outside of UWInsite Student); however, we continue to work with Registrars on effective ways to allow for this in the new system now that it is up and running.

## ORBIS

- We faced significant challenges and setbacks with our planned launch of “Outcome”, the vendor’s brand name for the latest version of what our campus knows as mySuccess. Outcome is positioned as an institutional experiential learning management system (ELMS) and includes added functionality to display an “Experiential Catalogue” to showcase for students and other stakeholders what options exist as well as track and/or manage participation in experiential learning activities and display it in the form of an “Experiential Transcript”. Outcome allows for more sophisticated reporting on student participation in EL and integrates competency development. We had planned on being ready to launch the upgraded features, experiential catalogue, and experiential transcript in 2018, but the project is still a work in progress with a new target launch date of September 2019. The crux of the issue is that the product was still in a pilot phase when we began work on it and the vendor continued to develop the product and make significant changes to the new features throughout 2018. This meant we weren’t working with a finished or stable product. We also ran into additional delays when the integration between mySuccess needed to be reworked after the launch of UWinsite Student. The challenges with ORBIS has required significant investment of employees time to manage the new system, which has been changed by the vendor and which requires on-going support and training by our office staff.

## Engagement of Domestic Undergraduate Students

- As much as our overall engagement data shows that our CDEL operation is growing and reaching more students than ever before, it is still a challenge to engage undergraduate students, especially before year 4. Overall, we have tracked engagements (1:1 appointments, attendance at a workshop or event with registration, participation in an EL program we facilitate) for 4,929 individual students, several of which engaged with us more than once (8,900+ engagements overall). Of these 4,929 individuals, half are from the Faculty of Graduate Studies, largely made up of students in course-based Master’s programs.

## Student interest in part-time employment and the impact on our office

- In recent years, there has been a spike in the number of students we see that are eagerly seeking part-time work, whereas the number of jobs available does not seem to satisfy that demand. We attempted to respond to this with initiatives such as the part-time job fair and removing the barrier of needing to apply for work study as a financial need program. Interest in the Ignite Work Study program demonstrates this challenge with its ~1,700 students vying for one of 386 approved positions, meaning that  $\frac{3}{4}$  of the students that were optimistic about working part-time on campus during their studies were disappointed. Our employer-facing resources outside of the co-op program are limited and therefore the ability to actively seek out part-time opportunities to post on the job board and promote to students is limited as well.

## International Student Prep & Placement

- As our international student enrolment increases, mostly in the area of Graduate co-op and internships, the efforts necessary to educate students as well as screen their marketing documents (resume, cover letter) increase. We have implemented multiple ways for these student groups to be educated on these topics (in-person, lab, manual, webinars that they can pause and rewind) but we still find a lot of extra effort is necessary for these students to be ready to apply to positions, some struggling to take what we have taught and apply it. These extra efforts for graduate students are sometimes at the expense of undergraduate domestic students as we only have so many resources that can be dedicated to this effort. It is unfortunate then when, despite our best efforts, the international students are not selected for a placement due to employers not wanting to invest in students who can only do 4 month work terms and who they aren’t sure will want to stay in Canada post-graduation.

## Space

- For many of our employer partners, coming to the UWindsor campus to interview co-op students is their first experience engaging at our physical space. In 2018, we installed two new interview rooms at our Lambton location but during our interview period each term (and throughout the term), employers interviewing often have to use staff offices to conduct interviews. We only have a handful of offices that

aren't shared or have the capacity to accommodate being used for interviews. During those times, staff and management must work remotely from their office space for multiple days in a row, somewhat decreasing productivity. The first floor of Lambton, as well as our office space, is not the best image of a modern-day campus that is best to portray to our external partners who need to feel assured during their time with us that we have top talent to offer and that this institution is committed to student growth. Additional space with more meeting/interview rooms would allow for greater growth of the program and enhance the image of the University as seen by our employer partners.

## 2. Report

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

<p>University Strategic Plan</p> <p>Mission: Enabling people to make a better world through education, scholarship, research and engagement</p> <p>Vision: The University of Windsor is a progressive student-centred University, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue</p> <p>Values:</p> <ul style="list-style-type: none"> <li>▪ Commitment to the highest intellectual standards</li> <li>▪ Commitment to the highest standards of human rights and freedoms</li> <li>▪ Commitment to have the student experience be a central consideration in decision-making</li> <li>▪ Commitment to civility and respect for others</li> <li>▪ Commitment to applying teaching, research, and creative activity to issues of importance to the world</li> <li>▪ Commitment to be a responsible steward of people, culture, resources and the environment</li> </ul>
<b>Strategic Priorities:</b>
<p><b>1. Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition</b></p> <ul style="list-style-type: none"> <li>• Deepen existing faculty relationships and strengthen collaborations with constituents to support experiential learning and career-development</li> <li>• Foster excellence in experiential and work-integrated learning practices across the campus</li> <li>• Develop focused initiatives targeting the career development needs of undergraduate, international, and graduate students</li> <li>• Strengthen communication with campus constituents in mutually beneficial ways to help students achieve academic and professional goals</li> <li>• Work closely with faculty and industry partners to inform discipline- specific career development programming and resources</li> <li>• Integrate technology to improve student service delivery and reporting</li> <li>• Develop strategies to expand experiential learning opportunities for undergraduate students to explore career options, gain experience, and network professionally</li> <li>• Provide education, training, and reflection opportunities to students for experiential education initiatives</li> <li>• Collaborate in the delivery of co-curricular programs and services that empower students to seek out and engage in leadership and career development opportunities</li> </ul>

<b>2. Create a more research-intensive university with graduate programs that build on academic and professional strengths</b>
<ul style="list-style-type: none"> <li>• Collaborate on programs that help graduate students build skills beyond those conventionally learned within a disciplinary program</li> <li>• Increase availability and awareness of graduate student specific career development tools, resources, and programs across all disciplines</li> </ul>
<b>3. Recruit and retain the best faculty and staff</b>
<ul style="list-style-type: none"> <li>• Invest in the professional development of career professionals, including identifying assessment and program evaluation training opportunities for staff</li> <li>• Advocate for the development of programs, policies, and infrastructure to support experiential and work-integrated learning, fostering a culture at UWindsor that values these practices</li> <li>• In collaboration with the Centre for Teaching and Learning provide expanded programming to support the development of effective practices in experiential and work-integrated learning</li> <li>• Provide staff support to and facilitate the sharing of resources among faculties and departments in educational development activities, curriculum innovation and renewal, and accreditation related to experiential learning and work-integrated learning.</li> </ul>
<b>4. Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region</b>
<ul style="list-style-type: none"> <li>• Develop and foster a strong connection with community partners to facilitate the creation of learning and employment opportunities for students and alumni</li> <li>• Partner with St Clair College to co-host the annual Job Fair</li> <li>• Support employer recruitment efforts, providing resources to facilitate hiring, and promote work-integrated and employment opportunities to campus constituents and alumni</li> <li>• Continue to identify and evaluate industry trends with employers</li> <li>• Increase engagement with employers seeking experienced hires, graduate students, and diverse student populations</li> </ul>
<b>5. Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths</b>
<ul style="list-style-type: none"> <li>• Expand global career, experiential learning, and exposure to all students</li> <li>• Work closely with the International Student Centre and AVP Enrollment Management to support internationalization activities</li> <li>• Investigate mechanisms for expanding relationships with international employers</li> </ul>

**B. Future Actions/Initiatives**

**1. Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition.**

- 1.1 The hiring of an Experiential Education Coordinator provides us with the ability to expand the tagging of experiential education initiatives across the university. Building on the initial work of the SMA-3 pilot tagging project, identification of EL initiatives across courses in Business, Engineering, Human Kinetics, Nursing and completion of the additional departments in Science will begin in 2019

- 1.2 We have been working with two departments within the Faculty of Science to explore future co-op internships using the 'gap year' model of the Chemistry / Biochemistry internship. Exploratory discussions and research is taking place for a potential Fall 2020 launch of an Economics internship and preliminary work on PDC documents and associated research for an Environmental Science internship for the Fall of 2019.
- 1.3 Pilot a **job shadowing** program to facilitate career exploration and meaningful professional networking opportunities for students.
- 1.4 Scale the revised VIP-Community Service Learning program (formerly the **Volunteer Internship Program**) back up to align with a Community Service Learning model to include an updated vetting process to focus on learning outcomes, competency development, opportunity to apply disciplinary knowledge, and connection to community need or global issue.
- 1.5 Continue to build on the **Ignite** (work study) program with further enhancements to the preparatory program and hiring process.
- 1.6 Launch the University of Windsor's online **Experiential Catalogue**, enabling students to search out information on work integrated learning projects, co-op and internship opportunities, co-curricular activities, research projects, certificate programs, and more.
- 1.7 Develop and launch a comprehensive **Student Experience Transcript** to provide a more meaningful way to recognize the wealth and diversity of skills and credentials students developed through their participation in experiential opportunities.
- 1.8 Continue to support the **broader adoption** of the University's Experiential Learning Management System (a.k.a. "mySuccess") to enable the delivery and tracking across all facets of the experiential spectrum, including practicums (i.e., Nursing, Social Work, and Education).
- 1.9 Develop and deploy **new resources to support faculty** in the incorporation of experiential and/or career development into curricula, such as dedicated websites, guides, and professional development opportunities.
- 1.10 Work in collaboration with the Office of Enrolment Management to build on the experiences gained during in the first two iterations of the of the **University of Windsor Experience Maps** to refine and expand these valuable publications across all academic programs (i.e., version 2.0), including the migration towards an interactive website.

## 2. Create a more research-intensive university with graduate programs that build on academic and professional strengths.

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- 2.1. In collaboration with the Faculty of Graduate Studies continue to develop **Propel** (Graduate PD) programming, including information sessions, panel discussions, and graduate student resources.

## 3. Recruit and retain the best faculty and staff.

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- 3.1. Invest in the ongoing learning, training, and professional development of all career professional staff, including individuals seeking professional credentials; especially around emerging issues or trends in career development (i.e., certification/professionalization, supporting a diverse student body (i.e., international students, students with disabilities, and aboriginal students), changing job market, and international/global careers).

**4. Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region.**

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- 4.1. Create and launch an institution-wide **employer survey** to collect information on how employers believe our experiential education programs are benefiting their businesses, identify engagement preferences, and to ask for suggestions on ways to improve certain processes.
- 4.2. Engage with Community Agencies and Employer partners to help promote Windsor-Essex, its workforce and our local economy

**5. Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths.**

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- 5.1 Develop a call and evaluation criteria for the Experience Abroad Fund and provide travel grants for eligible students participating in study and work abroad experiences. Collaborate with faculty through the development of an Experiential Learning Project Fund, to support, enhance, and expand EL activities and projects, recognizing that experiential learning happens in co-curricular and extra-curricular activities as well as for credit academic courses and curricular experiences.

C. Recommendations for Senate consideration (if any) -- N/A

6,200+

STUDENTS IMPACTED  
BY OUR SERVICES

# 2018 OFFICE OF EXPERIENTIAL LEARNING



University  
of Windsor

## A N N U A L R E P O R T



"I learned more about myself than I ever thought possible, and I feel ready to go into the working world."

- Braunte Petric, CMF Student speaking about her field placements in the CMF program



"I aligned myself with not just employers but mentors who saw my potential and had the resources to help me fly!"

- Felicia Bleary, Business Co-op Student Graduate

## CAREER DEVELOPMENT & EXPERIENTIAL LEARNING

2,400+



career advising appointments were conducted (9% increase from 2017)

1,400+



attendances at career development workshops (27% increase from 2017)

3,800+



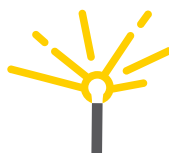
students reached through 83 class and club presentations

3,000+



students attended employer networking events and job fairs

1,692



students attended a launch session in Ignite

425



students hired into 189 Ignite positions across 49 departments and units on campus

111



VIP Community Service Learning students placed in 51 different local non-profit & publicly funded organizations

104



curricular placements coordinated at 52 different organizations for courses in FAHSS and Faculty of Education

14,000+



hours of experiential learning in VIP and curricular CSL field placements

## CO-OPERATIVE EDUCATION & WORKPLACE PARTNERSHIPS

Co-operative Education and Workplace Partnerships includes both co-op and internship paid placements.

**1,700+** 

undergraduate and graduate students enrolled

**90%** 

employment rate

**72%** 

increase in enrolment the last 5 years

**675+** 

students participated in job readiness programming

**400,000+ hours** 

on-the-job learning in industry

**970+** 

students participated in work terms (Jan.-Dec. 2018)

**19,000+** 

job applications

**800+** 

interviews conducted

**2,300+** 

employers posted opportunities

## EMPLOYER & COMMUNITY PARTNERS



"You cannot put a price on the valuable relationships that are developing, and the academic support and mentorship that UWindsor students are providing to students in our program."

- Heather Dupuis, Housing Information Services Youth First Program, speaking of her experience as a VIP community partner



**4,900+**  
JOBS POSTED

"Windsor-Detroit Bridge Authority (WDBA) has provided valuable work experience and professional development opportunities for over 50 students since 2016. Not only do the students get to work on the most influential project in our area, they get hands on practical experience in their discipline and they bring fresh new ideas to the workforce."

- Julie Miles, Human Resources Generalist





**University of Windsor  
Academic Policy Committee**

5.3: **Internationalization Annual Report**

Item for: **Information**

Forwarded by: **Chris Busch, Acting Associate Vice President, Enrolment Management**

# Annual Reporting to the Academic Policy Committee 2017/18 - Internationalization

## 1. Executive Summary

### A. Introduction

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspective throughout the teaching, research, and service missions of higher education. It shapes the institutional ethos and values and touches the entire higher education enterprise (Hudzik 2011).

During 2017/18, the Office of the Vice-Provost, International Development (VP-ID) continued to act as a steward for the University of Windsor's comprehensive internationalization efforts; however, as of June 1<sup>st</sup>, 2018 the VP-ID office was dissolved and responsibility transferred to the newly created Office of the Associate Vice-President Enrolment Management (AVP-EM) with the AVP-EM assuming the responsibilities as the University's Senior International Officer (SIO) and charged with leading and facilitating our comprehensive internationalization efforts.

Comprehensive internationalization impacts all aspect of campus life and is framed by our external relationships, frames of reference, partnerships, and relations. It can include the following key activities: academic and student mobility; cross-cultural learning; and, development of faculty research partnerships and networks.

As such, we attempt to report on a broad selection of international activities to show internationalization as an institutional imperative, not just a desired possibility. The global reconfiguration of economies, systems of trade, research, communications, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization to ensure we prepare graduate•, our community, and society for the future.

2017/18 was a productive year in terms of internationalization activities, including those related to recruitment, collaborations, and engagement. This report summarizes these activities.

### B. Goals and Objectives of Reporting Year

The Office of the Vice-Provost International Development (VP-ID) (*now Office of the Associate Vice-President - Enrolment Management (AVP-EM)*) 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 continues 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. Recognizing that international students learn about universities primarily online, we have engaged multiple international marketing firms to provide **online international student recruitment** solutions to increase student prospects and enrollments while diversifying the existing student body for pre-university, bachelors, masters, and study abroad students. Online service providers generated over 30k prospective student leads in 2017/18.
3. Despite increased digital activity, the most effective marketing strategy for the University of Windsor is **event-based marketing**, involving direct interaction between university representatives and potential students. In support of this strategy, the University of Windsor participated in 32 recruitment events in 19 different countries in 2017/18.

4. Over 20 new institutional agreements were negotiated, fully approved and executed for implementation in 2017/18 (see Appendix A).
5. We coordinated and hosted several delegation visits to campus as well as signing ceremonies at the University of Windsor. A partial listing of delegates can be found in Appendix B.
6. 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.
7. In collaboration with **Manchester Metropolitan University**, UK, the University of Windsor was awarded € 104,000 of funding over 2 years. The program provides funding for bilateral student, faculty, and staff mobility between the respective institutions. Mobility will begin in 2018/19.
8. With an increased emphasis on undergraduate recruitment, we continue to **collaborate with local school boards** (K-12) to welcome international high school students on campus. Spring campus tours for Grade 11 and Fall campus tours for Grade 12 students were held successfully for international students attending Windsor-Essex Boards of Education.
9. We continue to use an extensive network of highly qualified and vetted representatives (“agents”) to act as extension to our recruitment efforts by promoting of the University of Windsor’s academic programs globally. In 2017/18, we contracted 7 new **third-party educational representatives** bringing the total agent network to 177. We continue to have representation in the majority of sending/source countries.
10. In an effort to increase conversion, the **International Student Ambassador Program** continued. This program sees trained International Student Ambassadors connect with applicants to share their own stories and experiences to help facilitate the application process. In 2017/18, the International Student Ambassadors conducted over 12,300 phone calls.
11. For Fall 2017, the University of Windsor enrolled the following number of international students:

International Student Type	NEW Students	Total Head Count
Undergraduate	130	1,982
Masters	664	4,352
Doctoral	13	

Country of Origin	Fall 2017 Head Count
India	1265
China	1057
Nigeria	227
Saudi Arabia	75
Bangladesh	58
United States	58
Iran	50
Pakistan	38
Ghana	30
United Arab Emirates	23
All other countries	286

12. For over 15 years, the Center for English Language Development's (CELD) **English Language Improvement Program (ELIP)** has enhanced English proficiency for students required to meet language proficiency requirements for academic admission. Over the last year, the curriculum has been further strengthened in its alignment with the Common European Framework of Reference Languages (CEFR) to meet the international standard for describing language ability. In 2017/18, 706 students participated in ELIP and 456 successfully graduated where 70% of which went into graduate programming with the remaining 30% advancing to undergraduate studies.  
Additional information on the efforts undertaken by the Centre for English Language Development's (CELD) can be found in Appendix C.
13. The **Office of Experiential Learning and Co-operative Education & Workplace Partnerships** expanded the number of International Work Integrated Learning opportunities for co-op students sending 65 students to a wide range of countries, including Germany, India, China, and Japan.
14. The **Centre for Teaching and Learning (CTL)** runs multiple programs to promote the inclusion of an international, intercultural, and global perspective into the teaching practice of our faculty, including involvement in international societies, hosting visiting fellows, facilitating workshops by international practitioners, and curriculum development initiatives.  
Additional information on the efforts undertaken by the CTL can be found in Appendix D.
15. The **International Student Centre (ISC)** is the hub of international student and scholar support on campus, including overseeing student mobility programs and delivery of immigration support. In 2017/18, 65 students participated in an out-bound exchange opportunity with U Windsor welcoming 85 in-bound students from partner institutions. In addition, 5 students participated in the Ontario/Rhône-Alpes (France) and the Ontario/Baden-Württemberg (Germany) and Ontario Jiangsu (China) summer language programs.  
Additional information on the efforts undertaken by the ISC can be found in Appendix E.
16. The Office of the Associate Vice-Provost, International Cooperation has been instrumental in building successful collaborations between the University of Windsor and institutions primarily located in China.  
Additional information on the efforts undertaken by their office can be found in Appendix F.
17. The **Office of Research & Innovation Service (ORIS)** continues to support international research projects, such as Dr. Shijing Xu's Canada China Reciprocal Learning Program, GLIER Collaboration in China with Water Science led by Drs. Hugh MacIsaac and Mike MacKay.
18. In 2017/18, Global Affairs Canada launched its Student Exchange Program (SEP) for Latin American and Caribbean citizens wishing to study, to conduct research or to undertake professional development in Canada. The University of Windsor submitted seven eligible applications and was awarded funding for five exchange scholarships at a value of \$50,000. A listing of participants, home institution, and program details can be found in Appendix G.

#### D. Challenges

We continue to operate with a limited budget, small staff complement and competing priorities, thus, reducing the number of initiatives underway at any given time. However, we continue to collaborate with other areas (or Faculties) and secure external funding to further internationalize the University.

## 2. Report

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

#### **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
- Promote articulation programs

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

- Facilitate the exchange of scholars (professors, advanced graduate fellows, and/or researchers), professional staff members, and students for study and research at international partner institutions
- Promote the exchange of research materials and information between collaborating international institutions
- Promote joint research activities, seminars, and academic meetings in the fields of interest between collaborating international institutions

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

- Facilitate opportunities for both academic and non-academic staff to participate in mobility programs, such as ERASMUS+, etc.

#### **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
- Build partnership with the Windsor-Essex Catholic and Public-School Boards to capture international students graduating from local school boards

#### **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

1. Implement a new **International Mobility Management** system to enable the collection, collaboration, and management of mobility activity from across the institution in one place, online thereby, making a better experience for students and staff, reducing administration, making the international office more effective and efficient, ~~as a~~ <sup>and</sup> creating more time to focus on what matters most – the student.

2. Implement a new **International Partnership Management** system to record partner relations in one place, online in a purpose-built CRM to better manage agreements, renewals and interactions that can be accessed across the University. It will enable us to promote and nurture our international presence to both internal stakeholders and new potential partners and report on international relations to help achieve our internationalization goals.
3. A core element of university's internationalization efforts is building, cultivating and maintaining relationships with international organizations to expand networks and increase impact, but are they strategic? As such, we propose to create an **International Partnership Assessment Rating System** (IPARS) to assess existing university partnerships (i.e., academic programs and collaborations, mobility programs and research collaborations), identify top partners in each country, develop strategic partnerships, and decide whether to re-engage a stalled partnership, or eliminate it. This system would enable UWindsor to ensure that we are entering into agreements that advance our international goals and vision. Rubrics will be determined through consultation with senior executive leaders, Faculty associate deans and International Office staff to ensure creation of a comprehensive system.
4. Work on a process of developing an **Internationalization Strategy** for the University – one that will draw heavily upon the experience and expertise of the University community. The process of creating the strategy would involve four stages: (1) Consultation with key stakeholders; (2) Release of an Internationalization Discussion Paper; (3) Community-wide consultation process; and (4) Launch Internationalization Strategy.
5. International recruitment has moved from the former Office of the Vice-Provost International Development into Student Recruitment. As such, future action needs to be undertaken to evaluate current practice for the recruitment of both domestic and international students, identify shared activities, possible areas of synergy and address any duplication of efforts.
6. In efforts to diversify our international student population, proactively manage global risks, and adopt effective practice, undertake a review of existing **international recruitment and admissions practices**, associated allocation of resources and to provide feedback on how to improve effectiveness of institutional efforts with the goal of developing of a comprehensive International Recruitment Strategy for the next 3 – 5 years.

C. Recommendations for Senate consideration (if any)

Internationalization is defined by Knight (2003) as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”.

As such, it would be beneficial if PDC form could include a method to identify and articulate how the course(s)/degree learning outcomes builds an international, intercultural or global dimension within the curriculum, if applicable.

**References:**

Hudzik, J. K. (2011). Comprehensive internationalization. From concept to action. Washington, DC, NAFSA: Association of International Educators.

Knight, J. (2003). "Updated definition of internationalization." International Higher Education **33**: 2-3.

## Appendix A: International agreements signed within 2017/18, by Agreement Type

Company	Country
<b>Memorandum of Understanding (MOU)</b>	
Central University of Finance and Economics (CUFE)	China
EWHA Woman's University	South Korea
HAN University of Applied Sciences (Hogeschool van Arnhem en Nijmegen)	Netherlands
IHECS (Institut des Hautes Etudes des Communications Sociales)	Belgium
Jonkoping University	Sweden
National Chengchi University	Taiwan
Southwest University of Science and Technology	China
Southwest University	U.S.
University of Electronic Science and Technology (UESTC)	China
Yunnan University	China
<b>Funding Agreement</b>	
Global Network in Strategic Health Sector Supply Chain Innovation	Canada
Department of Foreign Affairs and International Trade Canada (DFAIT)	Canada
<b>Student Exchange Agreement</b>	
HAN University of Applied Sciences (Hogeschool van Arnhem en Nijmegen)	Netherlands
Manchester Metropolitan University	United Kingdom
Right to Information Commission of Sri Lanka	Sri Lanka
University of Strasbourg	France
<b>Cooperative Degree Agreement</b>	
Ontario Council on Articulation and Transfer (ONCAT)	Canada
Joule Inc.	U.S.
<b>Trademark and Copyright Sublicence Contract</b>	
Corporation of the Council of Ministers of Education of Canada (CCMEC)	Canada
<b>International Dual Degree Agreement</b>	
Politecnico di Torino	Italy

**Appendix B:** Listing of International Delegates who visited the University of Windsor in 2017/18.

Organization	Delegate(s)	Date
IDP (Canada)	Rita Chen	June 23, 2017
Toyo University (Japan)	Tomomi Makino	August 2, 2017
Beijing Prepare Education & Technology (China)	Leo Zhou Liu Yanbei	September 22, 2017
IDP (Canada)	Rahul Kumar Seema Sethi	November 13, 2017
Super Nova School (Pakistan)	Ayesha Khan	January 3, 2018
Manchester Metropolitan University (UK)	Dr. Rebecca Lawthom	February 21, 2018
Hotcourses	Lexie Axel-Berg	April 5, 2018

\* - reflects only a partial listing.



## 2017/18 -- Internationalization Report – Highlights and new programming

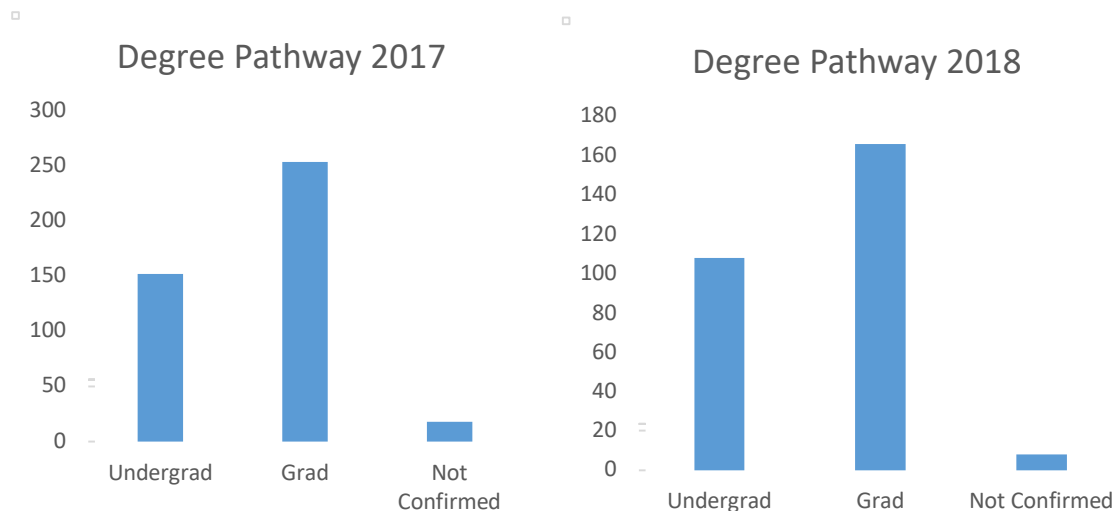
### English Language Improvement

For over 15 years, the English Language Improvement Program has enhanced English proficiency for students required to meet language proficiency requirements for academic admission. Over the last year, the curriculum has been further strengthened in its alignment with Common European Framework of Reference Languages (CEFR) to meet the international standard for describing language ability. Two key objectives in aligning English language outcomes with the CEFR are: a. to enhance quality and success in learning, teaching and assessment; and b. facilitate transparency in the comparability of certifications. These are important steps to engage in global communication of learning objectives and outcomes.

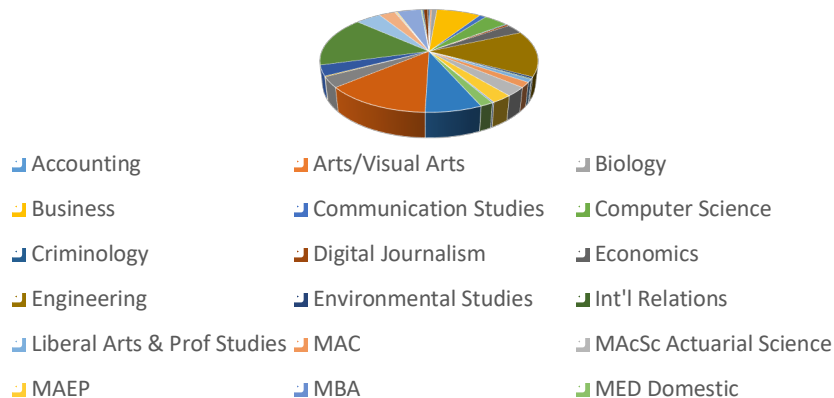
With 706 students participating in various levels of the program in 2017/18, the Centre for English Language Development (CELD) successfully graduated 456 students through the ELIP pathway; 70% of which went into graduate programming with the remaining 30% advancing to undergraduate studies.

Unfortunately, the university has suffered a significant decline in its ESL enrollment during this time period with numbers in 2017 reaching 424 (unique registrants) students dropping to 282 students by 2018. This is concerning as ESL enrollment has increased across the board amongst our peers in Canada. Reasons for the decline are impacted by the significant transitions that have taken place with U of Windsor's international outreach and recruitment strategy as well as new admission systems and processes that have made Windsor less responsive for conditional offers involving language. Our admission process is not seamless and due to the competitive arena that we find ourselves in, we need to respond to this. Reviewing the admission pipeline and collaborating with campus stakeholders to effectively use the new technical resources we've invested in will hopefully reverse this alarming downward trend.

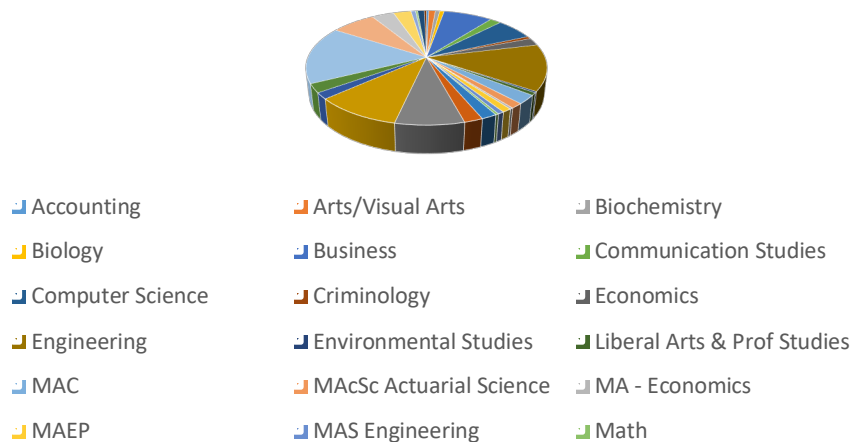
We've also seen a significant shift in our ELIP student demographic with the majority of students heading into graduate studies. This is a unique feature for Windsor as most institutions yield a much larger intake of students bound for undergraduate students.



### Programs of Study for 424 students in 2017

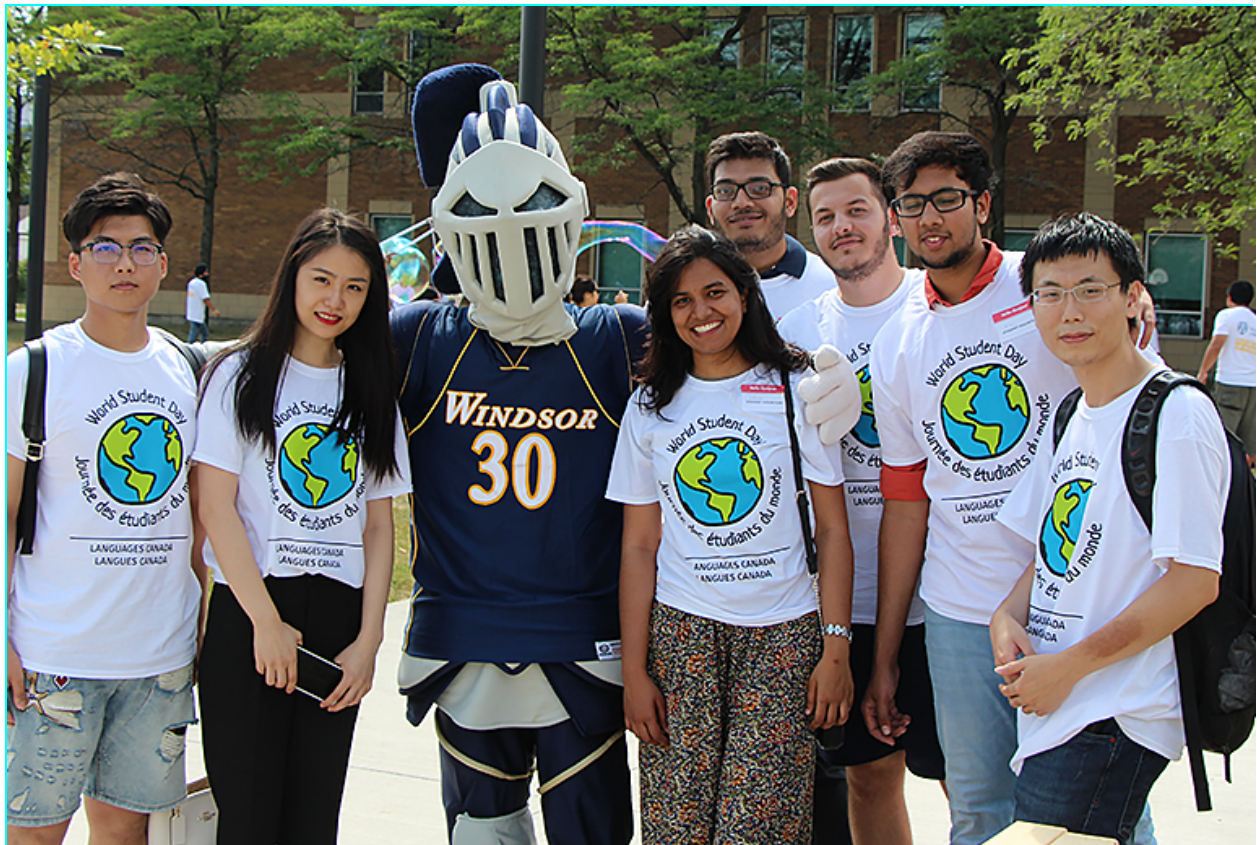


### Programs of Study for 282 Students in 2018



## World Student Day

Students from the English Language Improvement program took part, for the second time, in the annual World Student Day celebration on July 20, 2018. This Languages Canada event celebrated international language students from coast-to-coast, bringing together over 8,000 international language students from all over the world in recognition of their impact on the community and province where they study. The event brought together the collaborative efforts from the Office of the President, Office of Student Experience, International Student Centre, Office of Student Recruitment, Alumni Affairs and the Office of Continuing Education in thanking international language students for choosing Canada, Windsor and for the program in which they are enrolled at UWindsor.



### Internships with Faculty of Education

The Centre for English Language Development hosted three students in the International Master of Education program to complete their internship requirement. The project objective was to investigate international students' social adjustment challenges when studying in Canada. Three overarching project questions were identified in guiding the project: a. what does the literature indicate about international students' social adjustment challenges; b. what key components should be included in a social adjustment support program; and c. what can be learned from current social adjustment program models? The students reported on programming considerations including, but not exclusive to: English language support, mental health needs, cross-cultural communication, academic portal/search engines and inclusion of out-of-school knowledge in course discussions.

### Mind Flow

Mind Flow is a unique feature of ELIP that was launched to support student mental health and well-being. Mind Flow is designed to provide students with relaxation techniques applicable to any area of life. It is implemented in 30 minute sessions weekly to all students studying in ELIP.



### **Technical Writing Series**

The Technical Writing Series workshop aims to help individuals become familiar with the writing expectations in a high tech world and has been opened to undergraduate and graduate students in all academic streams, as well as, to professionals. The Series is delivered through in-person, guided interactive learning with hands on activities. Workshops focus on key topics including: understanding the characteristics of effective technical writing; recognizing report vs. essay features; identifying common writing and citation spots; and applying revising and editing strategies.

### **Internationally Educated Nurses (IEN)**

In collaboration with the school of Nursing and the Consortium of York University, Trent and Ryerson universities, this program is designed for internationally educated nurses to address competency gaps that have been identified by the College of Nurses of Ontario. Comprised of six competency-based courses, this program aims to prepare nursing professionals to become a Registered Nurse (RN) in Ontario. To date, 11 students have participated.

### **Pre-Graduate preparation program – MEd**

Designed for international educators, this workshop series aims to enhance required knowledge bases for students pursuing graduate level study in Education. Students in this workshop series gain a deeper understanding of the many facets of Ontario's education system.



## Centre for Teaching and Learning Internationalization<sup>i</sup> 2017-2018

*Excerpted and adapted from the CTL Annual Report 2017-2018, please cite*

<http://ctl.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ctl-annual-report2018.pdf>

### National and International Outreach

In 2017-18, the CTL fostered a number of external partnerships with colleagues and institutions worldwide. Centre staff are involved with 16 national and international societies and staff represent the University on 17 external committees and boards.

In 2018, Erika Kustra was re-elected Chair the Educational Developers Caucus (EDC) – the national society for educational developers, representing Canada at conferences and meetings internationally. Erika represented Canada with the President of the Society of Teaching and Learning in Higher Education (STLHE) at the International Consortium for Educational Development (ICED) in Atlanta Council Meeting.

Pierre Boulos was president-elect of International History, Philosophy, and Science Teaching. Jessica Raffoul is coordinator of the EDC's Educational Development Guide Series, and edited a guide that has been adopted for use internationally, including use by the US Professional and Organizational Developers (POD) Network for their use in their annual Institute for New Faculty Developers.

Michael Potter was the Vice-President of the international Bertrand Russell Society Board of Directors until June 2018.

Michael Potter was part of an Educational Developers Caucus (EDC) Action Group involved in creating educational developer exchange opportunities in 2017-2018. In 2018, the inaugural EDGE grants resulted in exchanges for educational developers from three different countries.

In 2018, Erika Kustra and Pierre Boulos were invited to Illinois State University to facilitate a three-day intense Instructional Skills Workshop (ISW) for their faculty, to support ongoing teaching development. Part of the visit was mentoring two faculty leaders as they led their first ISW. Their faculty leaders previously attended a five-day Faculty Developers Workshop at the University of Windsor to train in order to facilitate their own Instructional Developers Workshops. This was part of an ongoing exchange that was initiated in 2015 with a Visiting Fellow, Claire Lamonica from Illinois State University.

Staff have consulted with faculty and educational developers across the globe on teaching and learning topics, CTL programs, and research opportunities, and presented 7 peer-reviewed conference sessions at international conferences on topics related to enhancing teaching and learning.

### Visiting Fellows in Educational Development

Since 2007, the Visiting Fellows in Educational Development Program has since welcomed 43 fellows from Australia, Belgium, Canada, China, Jamaica, New Zealand, Nigeria, South Africa, the United Kingdom, and the United States. This year's Fellows, Yi Cai from Suzhou University of Science and Technology in China,

and Therese Keane from Swinburne University in Australia facilitated workshops across campus and provincially; and consulted with faculty, administrators, and CTL staff on teaching development.

**Yi Cai:** Suzhou University of Science and Technology (China)

August 27 - November 20, 2017

**Therese Keane:** Swinburne University (Australia)

November 27, 2017 - January 26, 2018

### **Workshops from International Guests 2017-2018:**

Beyond Traditional Literacy: Learning and Transformative Practices Using Digital Technologies Theresa Keane; William Keane (Australia)

Supporting Early-Career Faculty Retention, Success, and Satisfaction: The Many roles of Department Heads and Senior Faculty Kathryn Sutherland (New Zealand)

Educational Development in China, Presentation for Faculty of Education, Yi Cai (China)

## **Curriculum**

During the reporting period, CTL staff supported departments as they designed new and refined existing courses and programs, particularly around learning outcome and curriculum development, led by Allyson Skene. Centre staff provided consultations and feedback on courses level and program level learning outcomes that related to international and comparative perspectives. Staff also supported curriculum mapping for programs with international and comparative perspectives - a process of documenting and analyzing the structure of a program to explore how courses work together through each year of study, ensuring students attain program-level learning outcomes by graduation.

Provincially, Michael Potter has been a member of the ONCAT group, exploring credit transfer pathways between universities and colleges, which also facilitates transfer internationally.

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<sup>i</sup> Using Hudzik's definition of Comprehensive Internationalization to identify and report on initiative undertaken at UWindsor.

Hudzik (2011): Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. ACE (website accessed in February 2016): Comprehensive internationalization .... is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

### International Student Centre (ISC) Academic Policy Committee Report Period -May 1, 2017 to April 30, 2018

- International Student Exchange numbers incoming 85 students and outgoing 76 students.
- The International Exchange program supported 5 students who participated in summer language programs via The Ontario/Rhône-Alpes and the Ontario/Baden-Württemberg (OBW) and Ontario Jiangsu (OJS) in Summer 2017. The ORA, OBW and OJS pertain to regions in France, Germany and China respectively.
- New marketing initiatives were implemented with the intent of growing the number of incoming and outgoing exchange students. A poster campaign (paper, social media and light boxes) highlighted the facts and myths of studying on exchange with engaging photos of actual students on exchange including personal testimonials of how their experiences enhanced their growth. Faculty champions continue to be supportive in providing information to students within specific departments. We continue to work with the Office of Enrolment Management to seek new partners to enhance the collection of destinations. We anticipate that these initiatives implemented late in this reporting year will continue to bear favourably in the next reporting year.
- The ISC continues to support over 4,000 international students with only one certified immigration consultant who carries additional responsibility for organizing all orientation programming.
- Enhancements to a variety of orientation programs for new students were implemented. In particular, the ISC began to offer Facebook live predeparture orientation sessions to prepare students for studying in Canada.
- The former email listserv (WISEL) was retired and a new, more robust Blackboard communication system was set up to keep students informed of community announcements and events in the ISC and across campus. Blackboard is also used to store a wide range of resources online for 24/7 access by students. Through Blackboard, the ISC implemented the virtual classrooms to provide various webinars, online Q&As and customized appointments to provides better service to students who can't visit the ISC physically due to their placements, health conditions or travel plans. Traditional drop-in hours have been replaced by online Q&As through Blackboard's virtual classroom. More than 200 students were served through the virtual classrooms. To create additional efficiencies, a series of templates was created to assist students looking to update their immigration documents or submit health insurance claims in a more self-service manner. Students can still book mySuccess appointments for face to face meetings.
- Various workshops have been expanded to help students with their study permits, entry visas, and work permits. In total, 39 immigration and visa workshops were conducted by the ISC during the 2017-2018 academic year and more than 2600 students attended them.
- In partnership with the Student Counselling Centre, the ISC assisted with the launch and ongoing promotion of the Keep Me Safe (KMS) app. KMS provides 24/7 mental health support and resources to international students in a variety of languages. The ISC also worked to inform faculty and staff about this resource to support international students.
- The ISC continued to work closely with campus community partners to plan events and activities that are appealing to international students and engaged them in the campus community. Events included: Skate the Date, a bus trip to the Lancer Men's Hockey game, World Student Day and the Canada Day party. The ISC Nursing students planned several activities including a healthy food preparation demonstration, and workshops on sexual health, marijuana, KMS, Landlord Tenant rights and responsibilities and more.



- The ISC conducted Cross-Cultural training for 12 Peer Advisors from Career Development and Experiential Learning. The training helped the peer advisors provide better cultural understanding and supports to the international students who came to Career Development and Experiential Learning for career advices.

# INTERNATIONALIZATION REPORT

Dr. Diana Kao

Associate Vice-Provost, International Cooperation

## International Agreements

The following new agreements have been signed during January, 2018 to February, 2019:

Effective Date	Years	Institution	Coun	Agreement Type
February 8, 2018	5	National Chengchi University	China	General MOU
February 8, 2018	5	National Chengchi University	China	Exchange and Study Aboard Agreement
April 5, 2018	5	Hohai University	China	General MOU
June 14, 2018	5	Haitian Group	China	General MOU
October 27, 2018	5	Shanghai University of Engineering Science	China	Agreement on International Cooperation
October 27, 2018	5	Shanghai University of Engineering Science	China	Agreement on Student Exchange Program

The following include the international delegations hosted by the OFFICE OF INTERNATIONAL COOPERATION. The visits were intended to initiate discussions regarding future partnerships or to sign new agreements.

### National Taiwan University of Sport

Institution Overview	National Taiwan University of Sport (NTUS), established on June 12, 1961, is located in the downtown area in Taichung, the largest city in central Taiwan. NTUS aims to an international, holistic, and dedicated learning environment. The learning and research in NTUS combine both basic and applied sciences to meet the needs in the global society. While developing these professional capabilities, NTUS also emphasizes the nurture of mind and character.
Delegates (March 12, 2018)	Dr. Chen-Kang Chang - Vice-President Dr. Szu-Ching Chang - Assistant Professor, Department of Dance Ms. Yea-Chen Wu - Lecturer, Department of Dance
Country	Taiwan, China
Visit Details	The meetings were held with Dr. Michael Khan - Dean, Faculty of Human Kinetics and Dr. Vincent Georgie - Director, School of Creative Arts separately. The delegation was given a tour of School of Creative Arts.
Outcome	The visit identified areas of cooperation, including exchange of coaches and collaborations with SoCA.

## Consulate-General of Japan in Toronto

Institution Overview	The Consulate-General of Japan in Toronto is the Japanese diplomatic mission responsible for overseeing the relationship between Japan and Ontario. A branch of the Japanese Ministry of Foreign Affairs, the Consulate-General functions as the window to the Government of Japan to both Japanese nationals living in Ontario and Canadians who wish to do business with Japan or visit or simply learn more about the country. In addition, the Consulate-General is the link between Japan and the Government of Ontario, as well as the province's business and cultural communities.
Delegates (October 30, 2017)	Ms. Takako Ito - Consul-General Mr. Atsushi Kato
Country	Toronto, Canada
Visit Details	The meeting was held with the president, Provost and Vice - President, Academic, Vice-President, Research and Innovation, Dean of Faculty of Education, Dean of Odette School of Business. The delegation given an presentation to MBA students at Odette.
Outcome	The visit provided for an initial discussion regarding areas of cooperation for UW in Japan. This meeting led to a follow-up visit of Dr. Kao and Dean Khan to two universities in Japan: Nippon Sport Science University and Tama University. Dr. Kao also visited the city of Fujisawa, Windsor's sister city. Currently, UW and Nippon Sport Science University is co-designing a short-term summer student exchange program.



## Guizhou University

### Institution Overview

Founded in 1902, Guizhou University (GZU) has a long history and a profound culture. Located along the picturesque Huaxi River, GZU is one of the key “211 Project” universities, “14 National Key Construction Universities in the Central and West Region of China” and a member of “One Top University, One Province” Project. GZU covers a total area of 407.844 hectares. The university consists of 40 colleges, covering 12 branches of learning including philosophy, economics, laws, liberal arts, history, education, science, engineering, agriculture, administration, art as well as medicine. The university has 1 world-class construction discipline, 1 state-level key discipline, five national first-class construction disciplines, one regional first-class construction discipline and 23 featured provincial disciplines.

### Delegates (September 18, 2018)

Ms. Yiping He – Director, Office of Laboratories and Equipments Management  
Mr. Feng He – Vice Dean, College of Mechanical Engineering  
Ms. Ting Wang – Vice Dean, College of Management  
Mr. Bin Zhou – Section Chief, Office of International Relation

### Country

China

### Visit Details

The delegation discussed possible collaborations with Dr. Diana Kao, Associate Vice – Provost, International Cooperation. The delegation was given a tour of School of Engineering and Odette School of Business. Dr. Kao held a business lunch.

### Outcome

The visit provided for an initial discussion regarding possible areas of collaboration.



## Huayang International Capital Holding & China Auto Parts & Accessories Corp.

Institution Overview	<p>Huayang International Capital Holding Ltd is a wholly owned subsidiary of Huayang Group. It is the North America platform company for China Huayang's 'Going Global' implementation.</p> <p>Huayang International Capital Holding invested Canada-China Aging Industry Development Inc. (CCAD). CCAD is headquartered in Toronto, Canada. The company is committed to establishing a platform for the integration of the aging industry in China and Canada and hopes to promote exchanges and cooperation between the two governments, enterprises and related industries.</p> <p>China Auto Parts &amp; Accessories Corp. (CAPAC), founded in 1983, is a leading integrated service supplier corporation in auto part industry. CAPAC is committed to exploiting domestic and overseas auto part markets and mainly engaged in the fields of auto part production, the accessory supply for domestic auto assembly companies, and the agent service for international brands and international purchases.</p> <p>CAPAC possesses more than ten production bases throughout China, which produce CAPAC brand auto part series products, and supply domestic and overseas customers with auto parts suitable for individual models. Meanwhile, our company possesses independent auto part and testing center, which is capable of providing related services. CAPAC is sincerely looking forward to cooperating with domestic and overseas auto part companies, in order to create a business platform for the internationalization of Chinese auto parts.</p>
Delegates (August 10, 2018)	<p>Mr. Chenggang Zhang - Vice Dean of Institute of Social Governance and Development, Tsinghua University</p> <p>Ms. Jing Wo - Assistant to Dean of Institute of Social Governance and Development, Tsinghua University</p> <p>Mr. Shiyong Dong - Vice President of China Huayang Economic and Trade Group Co. Ltd</p> <p>Ms. Weiwen Cheng - Executive Director of China Huayang International Industrial Investment Group</p> <p>Ms. Yamei Tian - Executive President of China Auto Parts Industry Corporation</p> <p>Ms. Jun Li - Vice General Manager of Zhong Qi Chuang Auto Parts &amp; Accessories Investment Holding Corporation</p> <p>Ms. Zhangjie Peng - Executive Vice General Manager of Zhong Qi Chuang Auto Parts &amp; Accessories Investment Holding Corporation</p> <p>Mr. Yaoming Zhu - Managing Director of Huayang International Capital Holding Limited</p> <p>Mr. Linfang Dong - Director of Business Development of Huayang International Capital Holding Limited</p>
Country	China
Visit Details	The meeting was held with the president, Vice-President, Research and Innovation, Dean of Engineering. The delegation was given a tour of CEI and CARE. Dr. Siu held a business lunch.
Outcome	The delegation toured several engineering labs and expressed interest in collaborating with UW on electrical vehicle related-research. UW researchers were invited to showcase our research outcomes in a return visit to China.





## April, 2018

### Participants

Dr. Diana Kao, Associate Vice-Provost, International Cooperation  
 Dr. K.W. Michael Siu, Vice-President, Research and Innovation  
 Dr. Mehrdad Saif, Dean, Faculty of Engineering  
 Dr. Mitchell Fields, Dean, Odette School of Business  
 Ms. Heather Pratt, Executive Director, Research and Development  
 Dr. Francine Schlosser, Executive Director, EPICentre

### Visiting Activities

- Dr. Kao visited Guizhou University (GZU)
- Drs. Siu, Schlosser and Ms. Pratt visited The Hong Kong Polytechnic University (HKPU)
- Drs. Siu, Schlosser and Ms. Pratt visited Yunnan University (YNU) and were given a tour of Plateau Lakes Research Center and Incubator and Entrepreneurship Centre
- Drs. Siu, Schlosser and Ms. Pratt visited Yunnan Normal University (YNNU)
- Drs. Siu, Kao, Schlosser and Mrs. Pratt visited University Electronic Science and Technology of China (UESTC). They were given a tour of Incubation Centre and Dr. Dongyi Chen's Lab.

- Drs. Siu, Kao, Schlosser and Mrs. Pratt visited Haitian Group.
- Dr. Saif visited University of Electronic Science and Technology of China (UESTC) and met with students.
- Drs. Kao and Saif visited Visit Southwest Jiaotong University (SWJTU)
- Drs. Siu, Kao and Saif visited Ocean University of China
- Drs. Siu, Kao and Saif visited Dalian University of Technology (DUT)
- Drs. Siu, Kao and Saif visited Dongbei University of Finance and Economics (DUFE)
- Dr. Kao visited Hohai Univeisty
- Drs. Kao, Fields and Ma visited Beijing Institute of Technology, Zhuhai (ZHBIT)

City/Province/Country

China



June, 2018

Participants

Dr. Diana Kao, Associate Vice-Provost, International Cooperation  
 Dr. Michael Khan, Dean, Faculty of Human Kinetics  
 Dr. Craig Greenham, Faculty of Human Kinetics

Visiting Activities

- Dr. Kao visited Beijing City University (BCU).
- Dr. Kao met with representatives of DHL regarding research in cross border issues
- Drs. Kao, Khan and Greenham visited Beijing Sport University (BSU) and signing MOU and MOA for Certificate Program
- Drs. Kao, Khan and Greenham visited National Taiwan University of Sport (NTUS) and gave presentation to the students at NTUS



City/Province/Country

- Drs. Kao, Khan and Greenham visited Nippon Sport Science University (NITTAI)
- Dr. Kao visited the Mayor of City of Fujisawa
- Dr. Kao visited Tama University

China, Japan



November, 2018

Participants

Dr. K.W. Michael Siu, Vice-President, Research and Innovation  
 Dr. Diana Kao, Associate Vice-Provost, International Cooperation  
 Dr. Mehrdad Saif, Dean, Faculty of Engineering  
 Dr. Narayan Kar, Faculty, Electrical and Computer Engineering  
 Dr. Daniel Green, Faculty & CRC Chair, Mechanical Automotive and Materials Engineering  
 Dr. Balakumar Balasingam (Bala), Faculty, Electrical and Computer Engineering  
 Dr. Robert Mckay (Mike), Executive Director, Great Lakes Institute for Environmental Research  
 Dr. Christopher Houser (Chris), Dean, Faculty of Science

## Visiting Activities

- Drs. Siu, Mckay and Houser attended workshop at Southwest University
- Dr. Kao attended UESTC 2018 International Education week
- Dr. Kao attended Shanghai University Engineering Science (SUES) 40<sup>th</sup> Anniversary Celebration and signed Agreement on International Cooperation and Agreement on Student Exchange
- Drs. Siu, Mckay and Houser visited Yunnan Normal University (YNNU) and Yunnan University (YNU)
- Dr. Kao meeting with Fudan University alumni to discuss Canadian Education System
- Drs. Siu, Kao, Mckay and Houser visited Hohai University
- Dr. Kao attended Southwest Petroleum University (SWPU) 60<sup>th</sup> Anniversary Celebration
- Attend North American Electric Intelligent Vehicle Frontier Technology Summit

City/Province/Country

China



**Appendix G:** 2017/18 Global Affairs sponsored student exchange participation.

First Name	Country	Home Institution	Canadian Supervisor	Program	Component	Amount
Angelica Nascimento de Oliveira	Brazil	Universidade de Brasília	Catherine Kwantes	Emerging Leaders in the Americas Program	Graduate - five to six months	\$10,000
Jonathan Jones dos Santos Pereira			Chung-Hsing (Ben) Kuo		Graduate - five to six months	\$10,000
Marina Furlan Carnio	Brazil	Universidade Estadual Paulista - UNESP	EXCHANGE		College/Undergraduate - four months or one academic term	\$7,500
Catalina Verónica Pinto Muñoz	Chile	Universidad de Santiago de Chile	EXCHANGE	Canada-Chile Leadership Exchange Scholarships Program	College/Undergraduate - four months or one academic term	\$7,500
Kareem Maleke Powell	Jamaica	The University of the West Indies - Mona	EXCHANGE	Canada-CARICOM Leadership Scholarships Program	College/Undergraduate - two academic terms	\$15,000