

**University of Windsor
Senate**

5.7.4: **Experiential Learning Annual Report (2020-2021)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

2020-21 Annual Report

1. Executive Summary – Office of Experiential Learning

A. Introduction

This reporting period falls within the thick of the COVID-19 global pandemic, and Brene Brown's famous quote of '*You can choose courage, or you can choose comfort, you cannot choose both*' can aptly describe some of the choices we were faced with to continue to deliver exceptional programming to our UWindsor students as well as exceptional customer service to our external community and employer partners. We chose courage and challenged our normal assumptions about how our unit offered service. It has been a successful experiment that will likely shape many years to come for our unit and the world it exists in. The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President-Academic facilitates experiential learning and career development opportunities across the institution. Working in collaboration with Deans, AAU Heads, faculty members, Program Committees, and student services units across campus the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning across all faculties.

Our unit is comprised of two distinctive departments, both reporting to the Executive Director, Experiential Learning. **Co-operative Education & Workplace Partnerships (CEWP)** is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships), and solidifying employer relations and partnerships. **Career Development & Experiential Learning (CDEL)** stewards the integration of both career and experiential education into curricula along with the delivery of career development services and supports for students across campus as well as alumni, primarily during their first year after graduation.

B. Goals and Objectives of Reporting Year

The Office of Experiential Learning (OEL) and its two departments, CDEL and CEWP, support all five of UWindsor's strategic priorities by working towards related goals, outlined in our last annual report, and still guiding our work today:

1. Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their goals.
2. Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.
3. Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.
4. Act as a resource and lend expertise to faculty and staff who provide, or would like to provide, students with experiential learning opportunities or support their career development inside and outside the classroom.
5. Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.

C. Successes

Office of Experiential Learning

Breaking ground for new space in JEC

Housing both the Office of Experiential Learning and Co-op staff, the construction began in the old WFCU bank space in the Joyce Entrepreneurship Centre (JEC). With the entire unit under one roof, more collaboration can thrive as well as some cost savings from efficiencies can be reached. The move will allow us to triple the amount of professional interview room space that co-op students and employers recruiting them utilize in the hiring process. In the past employee's had to give up their personal office space for days at a time during peak periods disrupting productivity and making employers feel uncomfortable working at someone's personal desk area. This move will also provide easy access for employers from the parking garage without getting turned around on campus. As we outgrew our last space this also allows all co-op staff to be within the same floor of the building and has some room for us to grow with increased demand.

Student Work Placement Program (SWPP) Submission

Worked with campus partners (Finance, Enrolment Management, Human Resources, etc.) to lead the coordination of the University of Windsor's 2020-21 application to the federal government's SWPP wage subsidy program. The submission was successful and resulted in \$4,571,676.32 of funding to the several units across campus that hired qualifying students into paid on-campus Work Integrated Learning (WIL) roles throughout 2020-21. This included any position that either directly related to the student's course or program of study and/or provided them with an experience that aligned with their future career goals.

Expanding our paid EL opportunities across campus through a Partnership with United Way's ProsperUs

Development of a systematic and sustainable mechanism for community-university placement and partnership development with the wider community non-profit/charitable sector. In discussion with FAHSS, United Way and ProsperUs, two new courses were envisioned and a PDC form for the first course was completed in Winter/Spring 2021. The first course is designed to provide students with the theoretical knowledge of community program delivery and evaluation. The theoretical course will act as a pre-requisite for Practicing Community Program Delivery and Evaluation, which will provide students with meaningful paid experiential learning in a community setting. Ongoing development of the second PDC course will occur in the Summer/Fall of 2021.

Experiential Learning (EL) definitions, course tagging, and resources for faculty and staff

The curricular EL Tagging committee formed 2019-20 continued its mandate throughout 2020-21 to develop a revised list of [Curricular EL Categories and definitions](#). With feedback from across campus and in consideration of the Ministry of Colleges and Universities' criteria for SMA3, the category titles and definitions previously published in the 2017 report from the Provost's Task Force on Experiential Learning were revised and clarified to better describe experiential learning at UWindsor. To accompany the definitions, the committee also created a [Rubric for Curricular EL Categories](#) to help faculty determine if their course meet the criteria to be tagged as an EL course for inclusion in SMA3 reporting. In consultation with Legal Services, CDEL's Experiential Education Coordinator, Anna Galka, developed a [Guide to Risk Management for EL](#) to offer faculty and staff resources for assessing and reducing inherent risks of course-based EL.

At the December 2020 Program Development Committee (PDC) meeting, a proposal by Judy Bornais, Executive Director of Experiential Learning, was passed for revisions to be made to PDC Form D and PDC Form E. Both forms now refer to the [Curricular EL Categories and definitions](#) and require an EL category to be identified when an EL component has been included, added, or removed from a course. This process will allow for easier identification of Ministry-defined EL components in courses and improve the process for tagging and reporting on the SMA3 metric.

Career Development & Experiential Learning

Adapting to a new reality during the COVID-19 pandemic

Much of our bandwidth in reporting year was dedicated to adjusting the way we deliver our services and programs to allow for continued and uninterrupted supports in online and remote formats. Highlights include:

- Launched a [CDEL Blackboard site](#) to provide 24/7 access to career tools and resources as well as online workshops and drop-in sessions during regular business hours. The site now boasts 2500+ users (number that joined before the end of the reporting year is unknown).
- Wrapped up our [COVID-19 Career Series](#) with four new articles in May 2020.
- Modifications were made to the three co-curricular EL programs we deliver ([Ignite Work Study](#), [VIP-Community Service Learning](#), and [Job Shadow Experience](#)) to allow for remote participation where possible. Ignite allowed for students to work in person in accordance UWindsor's essential services model, whereas VIP-CSL and Job Shadow shifted to entirely online matches and placements. We also continued to offer support to 6 curricular EL courses offered during the reporting year. See Tables 1.1-1.6 in Appendix A for a detailed breakdown.
- 1848 attendances at our online workshops, which is 27% lower than 2019-20, but 9% higher than the reporting year before that. Our workshop attendance was unusually high in 2019-20 due to the overwhelming uptake in the International Student Centre's incentive program that allowed international students to earn CCR recognition for attending a certain number of workshops and events, including ours. That said, the fact that we managed to grow workshop attendance from where we were in 2018 (without the ISC incentive or the global pandemic to consider), is notable. See Tables 2.1-2.2 in Appendix A for a detailed breakdown.
- Without an on-campus presence, we explored new ways to engage with students through online guest speaking opportunities and our team ultimately participated in 58 speaking engagements (i.e., class

presentations, PD sessions for groups and clubs, orientation activities, etc.) and reached an estimated 6800+ viewers and audience members (81% higher than the estimate from the last reporting year). An especially notable initiative was facilitation of five ISC Facebook Live sessions with a combined 2645 views. However, even without those views counted, we still outpaced the estimated 3764 students engaged in 2019-20 by 10.6%. See Table 2.3 in Appendix A for a detailed breakdown.

- As we adapted the way we connect with our students, so did the employers we work with. We saw many more organizations host online events to provide information about career opportunities to our students. Much of this has to do with the fact that in an online format, it's easier for those from outside the region to include UWindsor in their recruitment plan when they don't have to also build in time and budget to travel here in person. Overall, we saw an increase of 117% in employer networking events from the last reporting year. See Table 3.3 in Appendix A for a detailed breakdown.

Collaboration on new 'From University to Work' course

After a successful pilot as a special topics course a few years ago, the CDEL team collaborated with Dr. Sutcliffe on delivery of a new course, From University to Work, offered for the first time in Winter 2021. The course is designed to get students thinking about what they will do after university and give them resources that will help them carve out a career path. The CDEL team visits the class multiple times throughout the term to engage students in career development topics such as resume writing, interview techniques, and social media profiles and Dr. Sutcliffe also arranges for UWindsor alumni with careers in the law, government, banking, and non-profit organizations to share their insights as guest speakers. In the final class, a guest speaker awarded [two students a \\$250 RESP from Libro Credit Union](#).

Ignite – Work Study

After multiple changes and modifications to the model since its inception in 2017-18, the Ignite Work Study program has stabilized and was delivered in the same way as the 2019-20 program. This reporting year saw 463 students hired into one of 242 unique roles in 53 different campus departments and affiliated organizations (e.g., UWSA, GSS, OPUS, CJAM, etc.). The number of hires is 9% lower than in 2019-20, which was to be expected with so many on-campus student roles affected by COVID-19 and limited access to campus to perform in person job duties. A new initiative implemented in 2020-21 was the introduction of a pilot cycle of Ignite for Summer 2021. The pilot was announced and proposals were accepted, reviewed, and awarded funding in Winter 2021 for positions to take place from May to August of 2021, in the next reporting year. See Tables 1.1-1.2 in Appendix A for a detailed breakdown.

Coordination of Campus Wide Wage Subsidy Programs

With the Department of Finance as a partner and signing authority, CDEL coordinates a university-wide application for federal and provincial wage subsidy programs, Canada Summer Jobs (CSJ) and Summer Experience Program (SEP), respectively. CSJ and SEP are both designed to create full-time summer employment opportunities for youth and students. There were 24 students hired through these programs in the summer of 2020, 23 CSJ and 1 SEP, which is only one more than in the previous reporting year but reflects approximately 250% more funding (\$85,000 vs. \$34,000) reimbursed to the campus departments that hired students as part of these programs due to CSJ increasing its funding amount from 50% of minimum wage to 100% in an effort to increase work opportunities for students during the COVID-19 pandemic. During the 2020-21 reporting year, the CSJ and SEP submissions were prepared and resulted in 44 positions and approximately \$145,000 in funding to be realized in the 2021-22 reporting year.

Contributions to the field beyond campus

CDEL staff members continue to contribute to our field by sitting on boards and committees outside of campus and sharing expertise with colleagues from across the country. 2020-21 highlights include:

- [Working from home during and after the pandemic](#) by career advising team members S. Dupley and K. Kelly published in January 2021 issue of University Affairs, Responsibilities May Include. Dupley also authored and submitted [Job Shadowing during a pandemic](#) during the reporting year to be published in the May 2021 issue.
- Kerri Zold, Manager – Career Development & Experiential Learning, appointed to board of the [Canadian Association of Career Educators and Employers \(CACEE\)](#), chaired its Ontario Regional Advisory Board, and served on the CACEE Competencies Committee.

Co-operative Education & Workplace Partnerships

Launched a work term satisfaction survey and increased Net Promoter Score for both our student and employer surveys

Hearing from our students and employer partners has become an important measurement of success for our office in the last few years and are happy to report that both our student and employer satisfaction or Net Promotor Scores (NPS) in this reporting period have increased since last year's results. Students who did not secure a placement expressed negative comments as they were not able to see their hard work come to fruition. Students also struggle with having to pay a fee and we expect this comment will persist in the future. The employer survey in this reporting period went from a score of 'Great' to 'Excellent' which we are very proud of. For the first time in Winter 2021 we launched a work term satisfaction survey to learn more about how the students felt about their placement upon completing it. It was amazing to see a score of 9 out of 10 when it comes to satisfaction with their Winter 2021 work term. The response was strong, and we plan to continue to measure this each term. Many qualitative comments that students shared can help our staff when working with future students to have even more insight into each placement opportunity.

Awarded 3 Rising Star Student of the Year Award

Each year we award one student in co-operative education or a paid internship a Rising Star Award. The award gives recognition to one or more co-op or internship students each year/term who have made a unique contribution in the workplace and who have done an exemplary job of representing the Cooperative Education and Workplace Partnerships department within the broader community. This year we added the one or more language to the award criteria as we have so many bright shining stars we wanted to highlight with the world. Our Rising Star award recipients included Khushbu Nakum, a Master of Applied Computing student who interned at RBC Canada, Dean Gilliam, a B. Comm student who interned at 3M in London, Ontario and finally Andrew Ng, an engineering student who completed his work terms overseas in Germany at The Schaeffler Group.

Pictured below our Rising Star Award Recipients



Pivoting to Remote placements for vast majority of co-op/internship students

We were hardest hit in the Summer of 2020 with 95 work terms cancellations of already scheduled opportunities due to COVID-19. At this time employers were pivoting to remote workplaces, managers/supervisors stretched, fears of budget constraints and layoffs very real. Despite losing 10 to 15 other placements each term of this reporting period, we worked hard with our national and provincial co-op associations to provide more resources to employers on how to supervisor students remotely and helped advocate for flexibility from the national accreditation council for co-op placement length to be flexible, for students to be able to graduate with less than three work terms and we have never been so proud of our students and employer partners for making this work with opportunities ranging from local engineering firms to national large Toronto banks and everything in between. Most of our students were working in remote environments and satisfaction with their performance based on employer feedback was outstanding.

Expanded use of SWPP federal funding program for on campus work terms for domestic co-op students

Years before COVID-19 hit, the federal government released funding through the Student Work Placement Program helping employers subsidize their use of students in work-integrated learning in their organizations. Starting Summer

2020 based on advocacy from Ontario Universities and Colleges with those nationally to include campus employment as an employer of record for use of this funding envelope. We were quite successful in using this funding to increase campus work terms which in turn helped with the transition of our university's classrooms to online. There was an 102% increase in on campus placements in this reporting period in comparison to last years.

Employer Appreciation & Recognition



A huge THANK YOU to the University of Windsor team for recognizing Nokia and the continuous journey on and off campus with your students!!!

#TeamNokia #feelengaged #feelempowered #students #thankyou #university
Melissa Vernon Stephania Daza Casas (She/Her) Maria Paula Camacho Lozano
Jonathan B. Toni Gill (She/Her)



Co-operative education is truly a partnership between our office, students, and our employer partners. Their time, mentorship and relevant paid work experience provide students with career-shifting opportunities and personal growth. We like to recognize and show appreciation to our employers by thanking them after each term but also shine a spotlight once a year on those who have contributed significantly over the course of the year. We highlight their successes in work-integrated learning during our National Co-op and WIL month on social media, through daily news articles and press releases and by sending them a physical award to showcase in their office. We find the employer partners use this opportunity to showcase our partnership on their own social channels and therefore benefits both of our brands. Our 2020 employer award recipients were as follows:

New Co-op/Internship Employer Partners of the Year 2020

MOSAIC

Bridging North America

Co-op/Internship Employer Partners of the Year 2020

Nokia

Canadian Imperial Bank of Commerce (CIBC)

WDBA (Windsor-Detroit Bridge Authority)

This year we added a new award as well, the **Unsung Hero of 2020 Award** that recognized a surge in placement opportunities on campus for co-op /internship students on campus that was awarded to the **Office of Open Learning**. Using SWPP government funding they not only took on the majority of on campus placements while busy pivoting all UWindsor courses on-line they were able to give the students mentorship and quality placements where learning and growth took place.

D. Challenges

Office of Experiential Learning

Communicating our story

Students engaged with our programming and services often have positive outcomes that shift their career trajectory or their growth as citizens in a community. The strong employer and community partnerships we hold bring strength to the University being a resource beyond the invisible walls of campus. These amazing stories are happening, but we don't have the resources to spread the word on how EL contributes positively to the student's University experience and how our career-ready students and alumni can bring value to virtually any organization that hires them. We are looking to find budget for a full-time resource in this area as communicating our story will help ensure our growth and sustainability for the long term.

Putting a pin in expansion within the GTA

Our hope to 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 had to be put on pause during the pandemic. With many offices stretched for time for inbound sales calls and their staff working from home we want to re-introduce

this concept when we better understand what the world of work looks like and how we would engage with employers post-COVID.

Career Development & Experiential Learning

Employer engagement with the job board

Job posting activity on our mySuccess job board, which is open to students and alumni and shared with the Odette School of Business career centre, continues to trend downward. In 2020-21, there were 977 unique job postings from 302 different employers, representing a 4.7% decrease in the number of job postings and almost ¼ fewer employers compared to 2019-20. The difference in postings does not seem significant, but it is when you factor in that posting activity from 2019-20 was affected by COVID-19 and a struggling job market with so many organizations having a reduced need for staff while limited in the work they could perform due to shutdowns and public health regulations. If we compare our 2020-21 job posting numbers to our last “normal” reporting year (2018), postings are down 35% and number of engaged employers is down 41%. This is largely a bandwidth issue. CDEL does not have a staff member dedicated to outward job development and the employer-facing staff member borrowed from CEWP for a fraction of the workweek only really has enough time to deal with incoming requests rather than strategic outreach to engage new employers or expand opportunities to connect with the ones already engaged. See Table 3.2 in Appendix A for a detailed breakdown.

VIP – Community Service Learning (VIP-CSL) decline in interest

VIP-CSL has not been able to engage students in the same way since the new name and amended model was launched in Fall 2018, and the COVID-19 pandemic added another layer of challenge to an already struggling initiative. There were 75 placements coordinated (down 32% from 111 in 2019-20) in the reporting year at 22 unique local non-profit or publicly funded organizations (down from 38 in 2019-20). The new model introduced in 2018 adheres to the campus definition of curricular community service learning and requires that placements are connected to the student’s program of study and offer the opportunity to apply discipline specific knowledge in the role. Prior to this change, the former “Volunteer Internship Program” used to average ~100 placements per semester (301 placements in 2017-18), so the reduced engagement is quite drastic. The demand and willingness among our community partners to take on VIP-CSL students is still strong, and clearly outpaces the number of students we have interested, meaning that several posted VIP-CSL opportunities go unfilled each term. That said, the issue is clearly on the student’s end. It’s difficult to pinpoint exactly what drove students away from the program, but likely reasons include:

- Increased growth and emphasis on curricular opportunities for students to participate in EL;
- Lack of interest in “discipline specific” EL when offered by a co-curricular program;
- Elimination of chance to participate simply to gain experience (or more specifically, Canadian experience, for our international students), build transferable skills, give back to the community, and make new connections.

See Table 1.3 in Appendix A for a detailed breakdown.

Engagement in Online Formats

As much as the COVID pivot to online encouraged us to find new ways to deliver our services and connect with our stakeholders, we faced several challenges along the way, including in three key areas:

- Reduced opportunity to support to curricular internships given that some courses were not offered, especially if the field and typical placements and employers were not conducive to online and remote placements. See Tables 1.4 and 1.5 in Appendix A for a detailed breakdown.
- With limited access to campus throughout the year and minimal bandwidth for a communications professional to actively promote our services to students in an online format, uptake on individual appointments was reduced significantly. When campus is open and we have peer advisors available for the bulk of our open hours, we gain a lot of drop-in appointments from the foot traffic around our building, which allows us to engage students in a career conversation and make referrals for them to come back for a scheduled appointment. If we eliminate the drop-in appointment type from the data, attendance would still be down 18% from 2019-20 (1321 appts) to 2020-21 (1083 appts) rather than 44% overall with drop-in included. It should also be noted that for students seeking support with career decision making and job search, a workshop is much easier to attend since it doesn’t necessarily require a camera and privacy the way a 1:1 does. For example, a student that wants to have a mock interview, talk about potentially changing their major, or discuss barriers they are

facing in their job search may not feel comfortable doing so in front of their family members or roommates. See Tables 2.4 - 2.6 in Appendix A for a detailed breakdown.

- Job and career fairs were a challenge to adapt to the protocols brought forth by COVID-19. Our large (formerly annual) job fair in partnership with St. Clair College was cancelled for 2021 and put on hold indefinitely, given that it was already becoming unsustainable and we now know it will be quite some time before hosting almost 3000 people in a shared space will be possible to even consider again. A fair event is difficult to replicate in an online environment, and while there are several vendors out there aiming to make it work, they are cost prohibitive for our budget, especially since many of the fairs we offer only charge a nominal fee, if any at all. We experimented with using our own in-house (aka “free”) technology to host a handful of smaller fairs using Blackboard but found that the benefit did not outweigh the time and resources that had to be dedicated. Uptake from exhibitors was fair, but dismal for students, likely attributed to “Zoom Burnout” and aversion to the awkwardness of trying to make a personal connection with an exhibitor in an online format. We hosted three online fairs overall, each one spread across multiple days, and only managed to engage 85 exhibitors and 314 in total. See Table 3.1 in Appendix A for a detailed breakdown.

Co-operative Education & Workplace Partnerships

Procedures, tools, and resources available from Registrars and Cashiers office

Since the launch of UWinsite in November 2018 we have worked steadily in collaboration with Registrars and the Cashiers office to find unique solutions to constraints we have faced with how UWinsite works vs our operation’s needs. The inability to directly access accurate and customized reports of students' Academic Standing, Financial Eligibility, and registration into courses requires our office to manually track and audit data which is extremely labour-intensive and leaves room for error. Not being able to self-serve as we were able to in the past with Crystal Reports also puts a strain on the human resources within Registrars as there is a fluidity to what we do that requires a lot of back and forth with their staff that can’t always be timely due to lack of staff available in Registrars. In addition, our fee schedule for co-operative education students does not fit into the product’s existing framework, so the collection of fees is completed through a manual process between our office and the Cashier’s office. UWinsite has been our greatest challenge to date, and we would like to advocate for more resources for both departments (Registrars and Cashiers) to be able to better handle the competing demands they are often faced with which makes it hard for them to always prioritize our unique issues as quickly as we are faced with them.

Lasting effects of COVID-19 on cohorts of co-op students

Students competing for a summer placement were most affected by COVID-19 as employers weren’t certain what the May to August work term would look like. This resulted in 95 cancellations of positions for Summer 2020. We offered those students an opportunity, like many other co-op schools across Canada, to graduate with less work terms to mitigate mass withdrawals from the program and give the students the opportunity to still gain experience while working on their degree as they hoped. It has become an effort to track this as students in subsequent terms were granted the same exception as the ebbs and flows of lockdowns and second waves affected the job market.

Expansion of work-integrated learning to Master of Management program on pause

As we were set to start the PDC documents and project plan for the launch of an internship for the Master of Management program through the Odette School of Business, the pandemic hit and the likelihood of finding placements for new students at a time where we were losing placement opportunities for our existing students seemed unrealistic. It will be difficult to determine when the market will be strong and stable enough to bring on a new program.

Overreliance on funding programs for work term opportunities

Not only were we able to use a federal government funding subsidy SWPP (Student Work Placement Program) to help increase placement opportunities on campus during COVID but many new and existing employers took advantage of the fund to hire students. Our challenge is that many of those employers are reliant on that funding for hiring and without knowledge of how long the funding will exist past the current government mandate we risk being optimistic about growth in opportunities for our students that may quickly vanish without subsidies.

Growth of the Master of Applied Computing Program (MAC) and its affect on our resources and placement rates

Within this reporting period it was determined that the MAC program enrolment would skyrocket to 400 students a year with a new summer intake. Our office expressed concern with that high of enrolment as it could work against the success of undergraduate co-op in Computer Science as well as our team’s ability to find enough opportunities for that

many students especially with an unknown job market during COVID-19. Considering that number is close to how many students we place in a year for all programs, it has been a challenge to build strength fast enough and to resource quality programming for this volume.

2. Report

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

All five UWindsor strategic priorities guide our goals, objectives, services, and programming:

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.

Goals	2020-21 Highlights	UWindsor Priorities
Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their goals.	<p>OEL</p> <ul style="list-style-type: none"> Led coordination of UWindsor's 2020-21 SWPP submission (\$4.5M funded) <p>CDEL</p> <ul style="list-style-type: none"> Launched a CDEL Blackboard site COVID-19 Career Series of articles Shifted workshops, appointments, and 1:1 advising to online formats Job and Career Fairs moved to online formats <p>CEWP</p> <ul style="list-style-type: none"> Increased on-campus placement opportunities by 102% using federal government SWPP funding 	1, 2
Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.	<p>OEL</p> <ul style="list-style-type: none"> Ongoing EL Definitions, inventory, and tagging <p>CDEL</p> <ul style="list-style-type: none"> Launched a pilot of the Ignite program for Summer 2021 hiring Coordinated two wage subsidy applications resulting in increased funding VIP-CSL and Job Shadow program transitioned to remote formats Continued to support curricular EL <p>CEWP</p> <ul style="list-style-type: none"> Purchase of VMock AI software for competitive resume and LinkedIn profile 	1, 2, 4
Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.	<p>OEL</p> <ul style="list-style-type: none"> Ongoing support of Carnegie Community Engagement Classification Pilot Increased interview room capacity with construction solidified in JEC allowing for more employers to engage with co-op students on campus <p>CDEL</p> <ul style="list-style-type: none"> Marked increase in employer information sessions in our virtual environment 2020 VIP-CSL Community Partner Award presented to Canadian Transportation Museum and Heritage Village (CTMHV) <p>CEWP</p> <ul style="list-style-type: none"> Employer Appreciation awards during Co-op & WIL month and regular student spotlights on social channels Increased employer satisfaction to score of 'Excellent' 	1, 2, 4, 5

Act as a resource and lend expertise to UWindsor faculty and staff who provide, or would like to provide, students with experiential learning (EL) opportunities or support their career development inside and outside of the classroom.	<p>OEL</p> <ul style="list-style-type: none"> Developed two courses in partnership with FAHSS & United Way's ProsperUs Revised curricular EL categories and definitions and introduced rubric Published new resources to address risk management for EL on OEL web site <p>CDEL</p> <ul style="list-style-type: none"> Partnered with Dr. John Sutcliffe to deliver career development content and activities on new "From University to Work" course ISC Facebook Live sessions to engage with students in an online format Increased funding available to faculty and staff to hire through Ignite and federal and provincial wage subsidy programs <p>CEWP</p> <ul style="list-style-type: none"> Pivoted senior work term presentations to virtual in collaboration with Faculties with great success 	1, 2, 3
Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.	<p>Unit Wide Initiative</p> <ul style="list-style-type: none"> CDEL staff articles published in University Affairs' <i>Responsibilities May Include</i> Co-op staff took multiple EDI focused and co-op focused workshops and PD sessions offered through EWO and UWindsor Manager of Co-op & Workplace partnerships served as Marketing and Communications Chair as well as member of the Board for Experiential & Work-Integrated Learning Ontario (EWO) Manager, Career Development & Experiential Learning appointed to board of the Canadian Association of Career Educators and Employers (CACEE) 	3, 4

B. Future Actions/Initiatives

Moving forward with intention

With many government-funded and University-wide initiatives taking place and a landscape where experiential learning is top of mind for many there is no shortage of incoming projects and tight deadlines to contend with. However, we've had to ask ourselves how many serve our core purpose so we can be more intention with the time spent. We look to set strategic priorities for the next year to help guide us to develop better boundaries and bring us back to working toward serving our students best. Within those priorities we can better suss out what supports the work we want to accomplish in the next year. A lot of that is taking stock of what we do well, what we can improve on and where we want to go as we have had three executive directors in the last six years. Initial ideas for the priorities include cleaning up processes that went by the wayside with unprecedented growth, a focus in on equity, diversity, and inclusion in our curriculum, communicating our story beyond campus and our employer engagement strategy.

Maintaining EL reporting, inventory, and course tagging data

The student-facing Experiential Catalogue initiative we referenced in the previous annual report has been placed on hold at this time due to staffing changes (i.e., ED is on sabbatical and CDEL's Experiential Education Coordinator has been seconded to another department) and the need to focus on more critical priorities with the finite human and financial resources available. That said, our work on supporting SMA3 reporting requirements related to EL by working with the Registrar's Office and Institutional Analysis to ensure that UWindsor's EL course tagging is maintained and updated will continue throughout 2021-22 and beyond.

Rethinking VIP-CSL requirements

Now that we have experienced such a significant mismatch between the demand for VIP-CSL students from our community partners and the number of students engaging in the program since the constraint for all placements to include the opportunity to apply discipline-specific knowledge was introduced in Fall 2018, we aim to shift the focus back to a more inclusive approach. By removing the requirement for VIP-CSL placements to have a clear connection to a student's area of study, the program will once again be able to welcome students that simply have a desire to engage directly with community organizations to acquire first-hand knowledge of social issues, gain work experience, and/or build their skill set while giving back to the Windsor-Essex community. Offering students in disciplines without a clear

connection to work performed by our local non-profit and publicly funded organizations a chance to participate opens the possibility of re-engaging students that have been excluded in recent years and growing the program engagement back to the successful levels we revealed in for its first 20+ years as the “Volunteer Internship Program”. This planned change also clearly aligns with UWindsor’s goal to “engage and build the Windsor and Essex County community” by providing a platform for more students, especially those that have come to study from outside the region, to make connections and integrate into our community beyond the campus. Many VIP-CSL students will still find themselves applying their discipline-specific knowledge to their placement, but even those that don’t will still be better positioned to achieve their future career goals by participating in this co-curricular EL program infused with career development and reflection activities alongside a chance to apply professional skills in a new context outside of the classroom.

Launch of VMock a new software program using AI to provide resume critiques and LinkedIn Profile reviews

Within this reporting period we purchased VMock software that we will be launching in Fall 2021 for student use for resume critiques and LinkedIn profile reviews. Using machine learning, data science and natural language processing, VMock gives instant, personalized feedback on resumes based on criteria gathered from employers, informed by our office’s expertise, and global best practices. Allowing this task to be automated and benchmarked against hundreds of other student’s scores globally allows for a more robust, less subjective review that leaves more time for Coordinators to triage service to those who need the most help. It should help somewhat with scaling issues as we grow as well.

Better understanding the landscape we work within

This was carried over from last year’s annual report as with COVID-19 we paused launching this survey as employers themselves find their way in how they conduct business and recruit talent. We think it is an important initiative to 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.

Expanding engagement and reach throughout the GTA

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.

Continued use of remote placements to allow more students opportunities outside of Windsor

Prior to COVID-19 the use of remote placements for co-operative education was frowned upon as national accreditation standards dictated that supervision took place in-person. Many start-up technological companies were excluded from co-op, not having the physical structure to support students in that way. What we can all recognize now is that that was a limited viewpoint, and we have data to support the success of students learning in organizations as remote workers. This will certainly increase our ability to make our placement goals and make employability outside of Windsor more likely and affordable. Our preference will still be for students to experience an environment where they can be supervised in-person, but the reality of job market now looks different with many national companies no longer returning to an office building. Our accrediting body is adjusting language to support remote placements.

Accessing federal funding programs to increase work experiences on campus

Our team will continue to work with our campus partners to promote and coordinate centralized applications to federal funding programs like Canada Summer Jobs (CSJ) and Student Work Placement Program (SWPP) on behalf of UWindsor. As of this writing, we have already worked closely with SWPP funding partner, Magnet, to secure an additional \$1.2M of funding from Summer 2021 placements and are actively working on our Fall 2021 submission, to be officially included in next year’s report on top of the more than \$4.5M reported on this year. The influx of funding from these programs, especially the much larger SWPP, has benefited several units across campus and allowed for the expansion of paid, on-campus work integrated opportunities at a time when fiscal responsibility is paramount, and we look forward to continuing to support this growth so that more students can benefit from the opportunity to build their skills and knowledge not only as students, but as paid UWindsor staff too.

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

APPENDIX A: CDEL Figures and Tables

Experiential Learning Programming

Table 1.1: Ignite - Work Study

Ignite - Work Study	2017-18	2018-19	2019-20	2020-21
Students Hired	506	447	507	463
Positions Requested (full year or one-term)	unknown	880	608	664
Positions Approved (full year or one-term)	721	386	471	484
Dollars Awarded	N/A	\$900,000	\$892,000	\$822,000
Supervisors	115	119	132	120
Departments	52	50	62	53
Unique Jobs Posted	206	196	219	242
Dollars Reimbursed to Hiring Budgets	N/A	\$773,758	\$795,874	\$667,675

Table 1.2: Breakdown of Hired Ignite Students by Visa Status and Degree Category

Degree Category	2017-2018	2018-2019	2019-20	2020-2021
Undergraduate (International)	29	30	52	48
Graduate (International)	178	51	38	54
Undergraduate (Domestic)	251	299	368	307
Graduate (Domestic)	48	67	49	54
Total Hires	506	447	507	463

Table 1.3: VIP - Community Service Learning

VIP - Community Service Learning	2017*	2018-19**	2019-20	2020-21***
# of Placements	301	53	111	75
# of Unique Organizations	109	29	38	22
# of Students that Completed Program	245	49	95	62
Complete Rate	81%	92%	86%	83%
Min. Hours Contributed (40 hrs/placement)	9800	1960	3800	2480
Actual Hours Contributed****	N/A	N/A	3894****	3059
<p>* Program was called Volunteer Internship Program and there was no requirement for students to apply their academic knowledge in the community placement. **Old model in W18, program on hiatus S18, and amended model and new name launched for F18.</p> <p>***Program did not run in S20. Lack of student interest and available online roles (no in-person due to COVID-19). ****In W20 students were not able to finish all placement hours due to the stay-at-home order in late March 2020.</p>				

Table 1.4: Curricular Internships Developed or Coordinated

	2017	2018-19	2019-20	2020-21*
DRAM-3980/DRAM-3990. Internship I/II: Arts Management Certificate	12	10	5	4
CMAF-3990. Internship I / CMAF-4990. Internship II	22	18	19	5***
SACR-4670. Criminology Professional Development Practicum	16	12	N/A**	0*****
HIST-4810. Public History Practicum	8	N/A***	N/A***	0*****
EDUC-8930. Educational Research Internship	20	26	25	27
VSAR-3800. Visual Art Internship	10	22	5	4
Total Placements	88	88	54	40
Unique Organizations	49	43	35	24
<p>* No placements in S20 due to COVID-19 **Professor on sabbatical, course not offered. ***CMF department did not offer these courses in F20. **** CDEL support no longer required to secure placements. *****Course was not offered in W21 due to lack of online placements available</p>				

Table 1.5: Additional Direct Supports Provided to Curricular Internships

	F17 for W18	F18 for W19	F19 for W20	F20 for W21
PSYC-4280. Practicum in Developmental Psychology*	17	6**	13	12
PSYC-4290. Practicum in Psychology ***	28	19	35	19
History****	N/A	6	4	0
Total	45	25	52	31
<p>*Support by conducting interviews and recommending students and placement matches to professor. Supports placement development upon request. Number of placements confirmed by professor unknown. Number above = interviews conducted.</p> <p>**Professor on sabbatical, course ultimately cancelled while interviews in progress ***Support by conducting interviews and recommending student candidates and placement matches to professor. Numbers indicate number of interviews conducted. Number of placements confirmed by professor unknown. **** Supports by coordinating MCU insurance process. Numbers indicate number of placements insured.</p>				

Table 1.6: Job Shadow Experience

	2019-20	2020-21
Number of individuals that offered to host	44	44 (17 F + 27 W)
Number of organizations represented	24	33 (16 F + 20 W, some overlap)
Number of matches made	55	75 (31 F + 44 W)
Number of placements	50	68 (29 F + 39 W)

Career Development Workshops, Presentations, and Appointments

Table 2.1: Summary of Workshop Attendance by Delivery Type and Topic

	Offered	Attendances	Average
CD&EL Core Workshops			
Resume, Cover Letter (intro, advanced, combo)	49	642	13.10
Interview Skills (intro, advanced, combo)	32	203	6.34
Interview Skills (Professional School)	2	33	16.50
Job Search (intro, advanced, combo)	33	262	7.94
Preparing for the Job Fair	0	N/A	N/A
Social Media	17	131	7.71
Personal Statements (for Grad and Prof School Apps)	4	29	7.25
Core Workshop Subtotals	137	1300	9.49
Recorded Webinars			
What is LMI?	1	3	3
Resume, Cover Letter (online recordings)	1	23	23
Interview Skills (online recordings)	1	18	18
Job Search (online recordings)	1	11	11
Social Media (online recording)	1	1	1
Recorded Webinar Subtotals	5	56	11.2
Targeted Workshops			
Propel Grad PD Sessions (various topics)	15	266	17.73
ISC - Canadian Workplace Expectations	5	24	4.8
Are You Ready For Your First Nursing Job?	1	31	31
Faculty of Ed – Resume & Interview Prep for Career Fair	1	83	83
Faculty of Science – USci Career in Science Week and Winhacks 2021	8	88	11
Targeted Workshop Subtotals	30	492	16.97
Grand Total (All Workshop Types)	172	1848	10.74

Table 2.2: Workshop Attendance by Faculty and Degree Type

Faculty	Total	% of Total	Grad & Doc	Undergrad	# Unique
Faculty of Education	140	7.58%	53	87	106
Faculty of Engineering	852	46.10%	683	169	471
Faculty of Human Kinetics	19	1.03%	10	9	18
Faculty of Nursing	45	2.44%	8	37	43
Faculty of Science	437	23.65%	233	204	265
FAHSS	166	8.98%	56	110	127
Odette School of Business	132	7.14%	93	39	69
Law	1	0.05%	0	1	1
Unknown	56	3.03%	N/A	N/A	N/A
Grand Total	1848	100.00%	1136	656	1100

Table 2.3: Summary of Faculty and Club Presentations

Faculty	# Presentations	# Students*
FAHSS	12	230
Engineering	8	2080
Science	11	312
Nursing	4	498
Education	6	214
Medical	1	30
Human Kinetics	0	0
Other (club/department/orientation)	16	3445**
Total	58	6809***

* # of students are estimated attendances based on class enrollment numbers from professor or actual count on day of. Numbers are

Table 2.4: Summary of Appointments Attended by Topic

Topic	2019-20	2020-21	% Change YoY
Career Planning / What Can I Do With My Degree?	124	108	-13%
Considering Further Education or Letters of Intent	104	86	-17%
Cover Letter, Resume & CV	617	541	-12%
Interest Testing	27	19	-30%
Interview Prep (job or professional school)	88	72	-18%
Job Search	42	36	-14%
Mock Interviews	157	172	10%
LinkedIn Profile Critique	52	49	-6%
Unspecified or Onsite in Faculty Space	110	0	-100%
Drop In	726	61	-92%
Total	2047	1144	-44%

Table 2.5: Summary of Appointments Attended by Visa Status and Degree Type

n=1144 appts	% of Total 2019-20	# Appts Attended	% of Total 2020-21	YoY Trend
Citizenship Status				
International	64.1%	530	46.3%	Decreased Share
Citizen/PR/Ref	34.1%	598	52.3%	Increased Share
Unknown	1.8%	16	1.4%	Stable
Academic Level				
Grad & Doc	58.8%	546	47.7%	Decreased Share
Undergrad	39.0%	570	49.8%	Increased Share
Med School	2.2%	28	2.4%	Stable

Table 2.6: Summary of Appointments Attended by Faculty

Faculty	2019-20	2019-20 Ratio	2020-21	2020-21 Ratio	YoY Trend
Engineering	934	45.6%	399	34.9%	Decreased Share
Science	552	27.0%	297	26.0%	Stable
FAHSS	320	15.6%	274	24.0%	Increased Share
Business	85	4.2%	53	4.6%	Stable
Education	58	2.8%	70	6.1%	Increased Share
Human Kinetics	32	1.6%	12	1.0%	Stable
Medicine	21	1.0%	28	2.4%	Stable
Nursing	18	0.9%	11	1.0%	Stable
Law	3	0.1%	0	0.0%	Stable
Unknown	24	1.2%	0	0.0%	Stable
Total	2047	100%	1144	100%	

Job Postings and Networking Fairs

Table 3.1: Fair Events Summary

Fair	Timing	Exhibitors	Attendees
Graduate & Professional Schools Fair	Fall 2020	23	92 attendances/67 students
Faculty of Ed Career Fair – Canadian Opportunities (Day 1)	Feb. 2021	28	144 students
Faculty of Ed Career Fair – Int'l Opportunities (Day 2)	Mar. 2021	9	20 students
Nursing Career Fair – Canadian Employers (Day 1)	Mar. 2021	20	95 attendances/47 students
Nursing Career Fair – U.S. Employers (Day 2)		5	70 attendances/ 36 students
Total		85	314 students

Table 3.2: Summary of mySuccess Job Posting Activity

Type of Employment	2019-20	2020-21	% Change	Unique	Unique	% Change
Contract	199	190	-5%	161	165	2%
Full-time	771	676	-12%	550	542	-1%
Graduating Student Recruitment	47	38	-19%	35	37	6%
Intern	23	28	22%	22	28	27%
On-Campus (Ignite not included)	26	20	-23%	23	20	-13%
Ongoing or N/A	23	0	-100%	22	0	-100%
Part-time	194	150	-23%	102	89	-13%
Summer	123	100	-19%	103	84	-18%
Volunteer	9	15	67%	8	12	50%
Total	1415	1217	-14%	1026	977	-5%
# Unique organizations				398	302	-16%

Table 3.3: Employer Networking Events

Event Type	2019-20	2020-21	% Change YoY
Off-Campus (advertised only, hosted by employer)	17	31	82%
On Campus (hosted exclusively for UWindsor students)	12	32	167%
Total	29	63	117%

Office of Experiential Learning



University
of Windsor

Annual Report 2020-21

The Office of Experiential Learning leads the development and promotion of experiential learning opportunities, including work-integrated learning across campus. The Office is comprised of two distinctive units: Co-operative Education and Workplace Partnerships and Career Development and Experiential Learning.

4,000+ unique students engaged with our programs and services

Cooperative Education & Workplace Partnerships

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

1960+ 

undergraduate and graduate students enrolled

397,000+

hours of on-the-job learning in industry



700+ 

students participated in job readiness programming

946 

students participated in work terms

120 

Placements cancelled due to COVID-19

102% 

increase in on campus work terms due to SWPP funding



Joseph Youssouf (Electrical Engineering, 2021) like many of our co-op grads, found employment with his co-op employer after graduation.

It looked like 1, 2, 3 Hire!

- 1 1st work term – **Enwin Utilities**
- 2 2nd work term – **Windsor Detroit Bridge Authority**
- 3 3rd work term – **Preteckt**

HIRED – Preteckt as a full-time Data Analyst

25,000+

job applications



4,600+

work term opportunities posted



1800+



amount of times students participated in one or multiple interviews



VIP Rising Star Student Award Recipient 2020

MACKENZIE STANLEY

*Community Needs Assessment Assistant
Windsor Essex Community Health Centre*

Mackenzie's placement mentor Jodi Pearce said: "Mackenzie is dynamic, energetic, enthusiastic, smart and personable. Her contribution to the Community Needs Assessment has been extraordinary! She has very relevant experience and has great suggestions for accomplishing the goals of the project."

Career Development & Experiential Learning

The Career Development & Experiential Learning (CDEL) office works campus-wide to bring expertise in career exploration, job search strategies, application documents, interview preparation and labour market intelligence. Building bridges between the classroom and the world of work, this team supports students of all disciplines to connect with experiential opportunities and prepare for whatever their goals are during and after their time at the University.

68 

participants in the Job Shadow Experience at 33 different organizations

463 

students hired into 242 Ignite positions across 53 departments and units on campus

40 

curricular placements coordinated at 24 organizations for courses in FAHSS and Faculty of Education

75 

VIP Community Service Learning students placed in 22 local non-profit & publicly funded organizations

1,848 

attendances at workshops

1,144 

career advising appointments conducted

500+ 

attendances at hosted networking events and job fairs

977+ 

jobs posted by 302 organizations on our online job board

85 

exhibitors hosted on campus across 3 online fair events

6,800+ 

engagements through 58 presentations and guest speaking opportunities

