NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, March 10, 2017, at 2:30 p.m.
Room 203 in the Anthony P. Toldo Health Education Centre

PLEASE CANCEL THE MEETING SCHEDULED FOR
  Monday, March 13, 2017 at 2:30pm, in Room 203.

A G E N D A

1 **Approval of Agenda** (Unstarring agenda items)

2 **Minutes of the meetings of February 10, 2017**   SM170210

3 **Business arising from the minutes**

4 **Outstanding Business/Action Items**

5 **Reports/New Business**
   5.1   **Report from the Student Presidents**   **UWSA**-Information
         (UWSA, OPUS, GSS)   **OPUS**-Information
                                                                              GSS-Information

   5.2   **Report of the President**   **Alan Wildeman**

   5.3   **Report of the Academic Colleague**   **Philip Dutton**
                                                                                   Sa170310-5.3

   5.4   **Senate Student Caucus**   **Ziad Kobti**

   5.5   **Program Development Committee**
      *5.5.1 Program Course Changes   **Lionel Walsh**-Approval
            *a)   **Dramatic Art – Minor Program Changes**   Sa170310-5.5.1a-i
            *b)   **Dramatic Art – New Course Proposals**
            *c)   **Political Science – Minor Program Changes**
            *d)   **Sociology, Anthropology and Criminology – Minor Program Changes**
            *e)   **Sociology New Course Proposal**
            *f)   **Kinesiology New Course Proposal**
            *g)   **Social Work Minor Program Changes**
            *h)   **Business New Course Proposal**
            *i)   **Psychology PhD – Graduate Minor Program Changes**

*5.5.2 Request for Waiver of Course Deletion   **Lionel Walsh**-Approval
    *a) Dramatic Art   Sa170310-5.5.2a-b
    *b) Sociology, Anthropology and Criminology

  5.6 Academic Policy Committee
    *5.6.1 Reading Week Exemption   **Philip Dutton**-Information
    Sa170310-5.6.1

    5.6.2 Special Student Status Policy   **Philip Dutton**–Information
    Sa170310-5.6.2

    5.6.3 Office of Student Recruitment Annual Report - 2015-2016   **Philip Dutton**-Information
    Sa170310-5.6.3

    5.6.4 Open Learning Annual Report   **Philip Dutton**-Information
    Sa170310-5.6.4

    *5.6.5 Student Affairs Annual Report   **Philip Dutton**–Information
    Sa170310-5.6.5

  5.7 Senate Governance Committee   **Alan Wildeman**

  5.8 Report of the Provost   **Douglas Kneale**

  5.9 Report of Vice-President, Research and Innovation   **K W Michael Siu**

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' item 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
Senate

5.3:   Report of the Academic Colleague

Academic Colleagues met in Toronto on February 16 and 17, 2017.

Dinner Meeting, February 16, 2017.

Discussion of Co-Curricular Transcripts (CCT) and Skills Development This topic of discussion follows from our ongoing discussion of the Highly Skilled Workforce Report, particularly around key points of student's awareness of what skills they actually have, their abilities to express their skills, and the potential role of Universities to assist both students and the ministry to understand and elucidate transformational experiences.

The discussion started from examples of co-curricular transcripts and e-portfolios such as the Elon Experiences Transcript, a paper from College & University Forum (accessible from the Elon page), a preprint of Building a Transcript of the Future from the Learning Analytics and Knowledge Conference (LAK17), a report from College Quarterly, and the Masters Thesis of L. Elias (U of T). Laurier also has a good example of a co-curricular record and an explanation of what it is designed to do.

Colleagues had a wide range of opinions about the CCT around its benefits and shortcomings.   While recognizing the assistance it gives to students to record their validated experiences, as opposed to the non-validated e-portfolio, the actual benefit to students (and potential employers) is somewhat murky. That discussion, guided by the Elias thesis and Transcript of the Future paper, led us into the areas of what the employers (and the Ministry) might want out of them.   Development of rigorous, linked, detailed, co-curricular transcripts will require valuable resources, and will almost certainly be more of an academic exercise rather than a useful student assessment tool. Potential employers are "burdened" by the amount of work they must do to assess a potential employee and seem to want a student application package to include a letter of introduction, a one page curriculum vitae and a transcript (in some cases) that can all be scanned in 30 seconds. This view does not work will with a detailed CCT, or even a detailed CV.

Concerns were also raised regarding equity in the CCT process and the reductionist method of shoehorning a continuum of student experiences into little boxes. While the CCT does enable documentation of what engaged students are doing, over half of students probably have zero entries on their CCT. Even at the engaged students end of the spectrum, the CCT is not a good record. It is incomplete, lacks participation of both the students and of the leaders creating potential CCT opportunities, and suffers from the lack of inclusion of people at the bottom end of the spectrum, which is an equity and accessibility issue.

The overall conclusion of the discussion was that it is important for institutions to assist students to develop their articulation of their skills.   CCT and e-Portfolios may have a place in this goal, but are not a one size fits all solution. Finally, the usefulness of the CCT was questioned when a student is even one or two years out of the institution. Engagement is a current process, not a past retrospective.

Institutions will have to develop methods of identifying and reporting high impact practices and student experiences to the Ministry, the CCT may not be the best method.

Academic Colleagues Meeting, February 17, 2017.

COU Update to Academic Colleagues

Funding Formula: Colleagues were informed about matters relating to the new funding formula, including the importance of the Strategic Mandate Agreements, funding corridors, undergraduate caps, and moving averages. Funding for growth is possible, but the government budget is not yet announced. Sanctions may applicable for tuition/enrolment infringements.

Strategic Mandate Agreements: The big challenge for SMA2 will be to set enrolment goals and identify institutional metrics. There will be system wide metrics and institutional metrics. The discussion of SMA3 what will look like will start very soon. Concerns were raised by colleagues over budget/SMA/funding when our application cycle is nearly complete for this year. A lot of discussion ensued regarding high impact practices and their measurement and definition.

Highly Skilled Workforce Strategy: The Ontario Council of Academic Vice-Presidents (OCAV) has requested COU form a committee to guide the University sector engagement with the Highly Skilled Workforce Report. There are strategic and operational impacts of the implementation of the Ministry's strategy (likely through the SMA's). Marcus Stock, academic colleague from the University of Toronto brings the arts/humanities perspective to this steering committee. Important concepts around definition of experiential learning are a first task for the committee. Other topics will initially include: transition of students to labour market; employer partnerships; role of graduate students; and costs of experiential learning.

Other Colleagues Business
Reports from academic colleagues on various subcommittees were heard. In a positive move, responsibility for MITACS will switch back to the Ministry (MAESD) from the Ministry of Research, Innovation and Science (MRI). Under the MRI, Ontario lost services previously supported.
Topics were discussed in relation to the full Council meeting to be held in April and are currently being investigated.

Respectfully Submitted
P.J. Dutton, Academic Colleague.

University of Windsor
Senate

*5.5.1a: **Dramatic Art - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the BA Honours Drama, the BFA Acting, and the Certificate in Arts Management be changed according to the program/course change forms*.**

*Subject to approval of the expenditures required.

Rationale/Approvals:

▪ The proposals have been approved by the School of Dramatic Art Council and the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee The changes to the Certificate in Arts Management as have the support of Communication, Media and Film.

▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.3 .

University of Windsor
Senate

*5.5.1b: **Dramatic Art – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
24-398. Internship I: Arts Management Certificate
24-399. Internship II: Arts Management Certificate

*Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by the School of Dramatic Art, Department of Communication, Media and Film, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4 .

University of Windsor
Senate

*5.5.1c: **Political Science - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1:   That the degree requirements for the BA Honours Law and Politics, BA Honours International Relations and Development Studies, BA Honours Political Science with Bilingual Specialization be changed according to the program/course change forms.*

MOTION 2:   That the BA Honours Political Science with Bilingual Specialization be renamed BA Honours Political Science with _French_ Specialization.*

Subject to approval of the expenditures required.

Rationale/Approvals:
- These changes have been approved by the Department of Political Science, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 5.

University of Windsor
Senate

*5.5.1d: **Sociology, Anthropology, and Criminology – Minor Program**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the BA General Sociology, BA Honours Sociology, Minor in Anthropology, and BA Honours Criminology be changed according to the program/course change forms*.

*Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the Department of Sociology, Anthropology, and Criminology Council, the Faculty of Arts, Humanties and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7.

University of Windsor
Senate

*5..5.1e: **Sociology, Anthropology, Criminology – New Course Proposal (PDC Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made:
48-220. Social Dilemmas: Social Science Perspectives

Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by the, Department of Sociology, Anthropology, Criminology, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8 .

University of Windsor
Senate

*5.5.1f: **Kinesiology - New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made*:
              95-478 Undergraduate Thesis

*Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by the Faculty of Human Kinetics Council and the Program Development Committee.
▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.9 .

University of Windsor
Senate

*5.5.1g: **Social Work - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Honours BSW, Honours BSW and Women's and Gender Studies, Honours BSW for University Graduates, Honours BSW for Ontario CYC Program Graduates, and Honours BSW and Disability Studies be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by the School of Social Work Council, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.10 .

University of Windsor
Senate

*5.5.1h: **Business – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course addition be made*:**
                      73-341. Supply Chain Management I: Introduction and Fundamentals

*Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by the Odette School of Business Council and the Program Development Committee.
▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.11.

University of Windsor
Senate

*5.5.1i: **Psychology – PhD - Gradiate - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the PhD in Psychology be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals:
▪ The proposal has been approved by the Department of Psychology Council, the Faculty of Arts, Humanities and Social Science Coordinating Council, the Graduate Studies Council and the Program Development Committee.
▪ Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the February 16, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.12 .

University of Windsor
Senate

*5.5.2a: **Dramatic Art – Request for Waiver of Course Deletions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Requests for Waiver of Course Deletion for the following courses be approved:**
                   24-214. Computer Technology for the Theatre
                   24-310. Readers' Theatre
                   24-325. Intermediate Acting III

Rationale:
▪ Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002. Each request should provide the following information:
▪ *See attached.*

24-214 Computer Technology for the Theatre

1. **Faculty, Department, and Program Title**
   FAHSS, School of Dramatic Art, BA [H] Drama

2. **Course Number and Title**
   24-214 Computer Technology for the Theatre

3. **Credit hours, Total Contact hours and Delivery format**
   3 credit hours, 36 hour semester, lecture and application

4. **Calendar Description**
   This course is an introduction to the use of computers for the theatre. Content and approaches will vary according to the nature of software programs. This course may be taken more than once for credit provided the content is significantly varied.

5. **Pre/co/anti-requisites**
   (Open to Non-Drama Majors with consent of the instructor.

6. **RATIONALE FOR KEEPING THE COURSE**
   6.1 **The purpose of the course within the program of study.**
   This course was designed years ago as part of the School's intention to further develop the area of scenic design. Due to resource constraints, this could not be offered. This course will be offered Fall 2018 as part of a rotational offer.

   6.2 **Student Demand for Course - a clear statement on the student demand for the course.**
   The department offers a variety of courses in production and design for the theatre. The demand from the students is to have more opportunities to develop skills using current technology and innovation.

   6.3 **Relationship to Unit's Strategic Plan and the University's Strategic Plan.**
   To remain relevant with regards to industry standards, current innovation and technology in the area of production and design for the theatre is necessary. Reference to investing in current technology as essential to the areas of production and design can be found in the 2008 and 2015 IQAP reports.

   6.4 **Explanation of why the course has not been offered over the past years.**
   This course has not been offered over the past years due to faculty attrition and a lack of computer lab resources. We now have an AAS II position in Design and Production. This course will become part of this position's teaching load.

   6.5 **Whether the course will be offered in Fall 2017. If not, why will it not be offered?**
   The course will be offered in the Fall 2018 as we have been building enrolment capacity from this course's pre-requisites. Although an in-house computer lab is not currently available in dramatic art, the course can be delivered by accessing university computer labs with relevant software until such time that a lab can be realized.

7. **RESOURCE IMPLICATIONS**
   This course can now be offered with the recent addition of an AASII hire in the areas of design and production. Computer Lab resources with current design software are necessary. Faculty members in the department already have access to the following software: (AutoCad, Vectorworks, Sketchup, Q-lab, Isadora, Adobe Photoshop). Educational packages for students will be necessary. This is viewed as a necessary investment for the future of the design and production stream in the department as articulated in the IQAP review.

24-310. Readers' Theatre

1. **Faculty, Department, and Program Title**
   FAHSS, Dramatic Art, BA (H) Drama

2. **Course Number and Title**
   24-310. Readers' Theatre

3. **Credit hours, Total Contact hours and Delivery format**
   3 credit hours, 36 contact hours lecture / studio

4. **Calendar Description**
   A study of the principles and techniques involved in script-in-hand acting and of dramatic play-reading. (Prerequisite: 24-225 or 24-277.)

5. **Pre/co/anti-requisites**
   Prerequisite: 24-225 or 24-277

6. **RATIONALE FOR KEEPING THE COURSE**
   6.1 **The purpose of the course within the program of study.**
   This course provides further performance opportunities in contemporary acting style, and can serve as a follow up to the fundamentals in Acting I and script work in Acting II. This waiver will give the BA [H] curriculum committee opportunity to plan for more performance opportunities that will advance the program and draw prospective students who are not successful in securing entry into the BFA Acting Program.

   6.2 **Student Demand for Course - a clear statement on the student demand for the course.**
   BA [H] Drama students are eager for more performance opportunities. Students in BA [H] programs seek opportunity for specialization in areas of acting styles.

   6.3 **Relationship to Unit's Strategic Plan and the University's Strategic Plan.**
   The SODA's strategic plan supports more opportunity for performance across BA [H] programs, streamlining the series of acting courses on rotation will maintain a healthy enrolment in these courses, allowing for strategic planning for advanced opportunities for a variety of acting styles. We request this waiver in order to build upon the performance stream as recommended in the 2015 IQAP review.

   6.4 **Explanation of why the course has not been offered over the past years.**
   Historically, this course has been taught by full time faculty. With the number of faculty leaving the department due to retirements (3) and taking on other university administrative responsibilities (3), the department has had to prioritize offerings.

   6.5 **Whether the course will be offered in Fall 2017. If not, why will it not be offered?**
   This course will be offered in Winter 2019.

7. **RESOURCE IMPLICATIONS**
   There would be no resource implications for this course. Including it as part of a rotational suite of performance courses, it can be covered by existing fulltime and sessional instructors.

24-325. Intermediate Acting III

1. **Faculty, Department, and Program Title**
   FAHSS, Dramatic Art, BA (H) Drama

2. **Course Number and Title**
   24-325.   Intermediate Acting III

3. **Credit hours, Total Contact hours and Delivery format**
   3 credit hours, 36 contact hours lecture/studio

4. **Calendar Description**
   Emphasis is on the development of situation and characterization. The period to be studied may vary from year to year. (Prerequisite: 24-235 or consent of instructor.) (Not open to BFA Acting students.)

5. **Pre/co/anti-requisites**
   Prerequisite: 24-235 or consent of instructor.) (Not open to BFA Acting students)

6. **RATIONALE FOR KEEPING THE COURSE**
   6.1 **The purpose of the course within the program of study.**
   This course is the third in a series of three acting classes for BA Honours students. This advanced level course offers an opportunity for Honours BA students to have a sequence of acting courses that provide a range of performance skills one expects from a theatre/drama degree. This is also critical to marketing to prospective students who are not successful in securing a place in the BFA Acting program.

   6.2 **Student Demand for Course - a clear statement on the student demand for the course.**
   There is interest in the course each year from our senior students; as it is taught by a sessional instructor, enrolment of a minimum of 24 students is required to run the course. A new curriculum plan to cycle through the three levels of acting will begin in Fall 2017, making this advanced level course available in Fall 2018.

   6.3 **Relationship to Unit's Strategic Plan and the University's Strategic Plan.**
   Responding to the 2015 IQAP reviewers' comments to concentrate on building the performance opportunities for the BA Honours program, ensuring that this course is sequenced into the curriculum every two years will allow students to achieve performance skills at the advanced level.

   6.4 **Explanation of why the course has not been offered over the past years.**
   This course has not been offered for several years due to the need to build enrolment capacity in its prerequisites courses (24-225, 24-235).

   6.5 **Whether the course will be offered in Fall 2017. If not, why will it not be offered?**
   This course will be offered in Fall 2018 and will be rotated with pre-requisites courses (24-225 Introductory Acting I; 24-235 Introductory Acting II).

7. **RESOURCE IMPLICATIONS**
   There are no additional resource implications. The three acting classes in the BA Honours program have been taught by a sessional instructor within the existing departmental sessional allocations.

University of Windsor
Senate

*5.5.2b: **Sociology of Women – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
48-306 Sociology of Women.

Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002. Each request should provide the following information:

1. **Faculty, Department, and Program Title**
   FAHSS; Sociology, Anthropology, Criminology
   Sociology and, Family and Social Relations

2. **Course Number and Title**
   48-306 Sociology of Women

3. **Credit hours, Total Contact hours and Delivery format**
   Credit hours - 3.00; Contact hours – 36. Delivery format: lecture.

4. **Calendar Description**
   An overview of the economic, educational, familial, political, and religious factors affecting the position of women in society. A socio-historical analysis of the change in the roles and status of women in Canada and internationally with a view to understanding the nature of their impact upon major societal institutions.

5. **Pre/co/anti-requisites**
Semester 5 or higher standing

6. **RATIONALE FOR KEEPING THE COURSE**
   6.1 **The purpose of the course within the program of study.**
       Gender studies constitute an important area in our Department.

   6.2 **Student Demand for Course - a clear statement on the student demand for the course.**
   We expect that this course (capped at 50 students) will be full.

   6.3 **Relationship to Unit's Strategic Plan and the University's Strategic Plan.**
       This course is important for Family and Social Relations and for the gender studies area in the Sociology program.

   6.4 **Explanation of why the course has not been offered over the past years.**
       The instructor who used to teach this courses was on leave for a couple of years, followed by her retirement.

6.5 Whether the course will be offered in Fall 2017. If not, why will it not be offered?
The course is scheduled as TBA for 2017-18.

7. RESOURCE IMPLICATIONS
1 sessional instructor, unless taught on load by a new faculty member to be hired this year.

University of Windsor
Senate

*5.6.1:   **Reading Week Policy – Exemption**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the Master of Engineering Management (MEM) and the MBA for Managers and Professionals,
which are weekend-only programs, be exempted from the Reading Week policy.**

Rationale:
The Master of Engineering Management and the MBA for Managers and Professionals programs are weekend-only
programs, with classes offered on Fridays/Saturdays every second weekend. The MEM program requires two years
(six semesters) to complete and the MBA for Managers and Professionals requires 16 months to complete. Both are
geared towards people who are already in the work force. The students registered in these programs schedule their
work and other commitments to be able to attend classes every other week, and rely on the consistency of this
within the course scheduling.

As the programs mature, there will be two cohorts in session during any one semester, with classes for each cohort
offsetting one and other (for example, the entering cohort may have classes on the 1st, 3rd and 5th weekends, while
the second year cohort may have classes on the 2nd, 4th and 6th weekends). While statutory holidays will be avoided,
having to also schedule classes in such a way that both weekends of a reading week are free of classes elongates the
semester in such a way that it would be difficult to schedule and fit all classes and final exams within the prescribed
term.

Given the unique manner in which the MEM and MBA for Managers and Professionals are scheduled (allowing
students in these programs to plan their own breaks between classes since these are scheduled every other week),
as well as the nature of the target audience for these programs, it is requested that the MEM and MBA for
Managers and Professionals be exempted from the Reading Week policy.

This proposal has been approved by the Faculty of Engineering Coordinating Council and the Faculty of Business
Council.

University of Windsor
Senate

5.6.2:   **Special Student Status Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That persons interested in taking courses for general interest be allowed to register in undergraduate first entry programs without having to gain admission to the University, subject to the Registration Conditions for Students with Special Status.**

Rationale:
- Special Student status will provide a pathway for persons to attempt to qualify for admission to a degree program.
- Special Student status will facilitate the recruitment of non-traditional persons whose educational goals do not include a post-secondary credential.
- Though not solely designed for the Walls to Bridges (W2B) program, the impetus for the development of the policy on Special Student Status came from an initiative in Women's Studies to offer courses through the W2B program. (see attached for more on the W2B program)

Registration Conditions for Students with Special Status:
- Registration is open to selected individuals not currently admitted to the University
  - Students who have been required to withdraw from this or any other post-secondary institution within the last 12 months are not eligible to register under the Special Student Status route
- Course prerequisites must be met where applicable
  - Special Students are required to present unofficial transcripts of prior postsecondary work at registration, if registration into a course with a prerequisite is to proceed
- Special Students have access to classes only as space permits
  - When space permits, access to registration normally will be the first day of the term the course is offered
- Special Students are subject to all polices and bylaws, and allowed use of academic services as equivalent to a student
- Special Students may apply for formal admission or readmission at any time through one of the approved admission routes
  - At the point of admission, courses completed via the Special Student route are included in the admission decision process
  - Courses completed via the Special Student status route may be counted toward the student's program, provided they fit within the degree requirements and subject to the appropriate Senate rules governing the program of study
- Academic course work completed while enrolled under the Special Student status will appear on the student's official transcript
- Activities completed while enrolled under the Special Student status may be recognized on the co-curricular transcript
- Applications for Special Student Status must be submitted to the Office of the Registrar for approval on the *Special Student Registration Form*.
- Students denied registration privileges may appeal in writing to the Registrar (or designate) with consultation of the appropriate academic area where necessary. This decision will be final.

- Special students are allowed to complete a maximum of four courses prior to obtaining admission to the University. Any subsequent registration must be as a regular full- or part-time student.

 Additional Information:
Though not solely designed for the Walls to Bridges (W2B) program, the impetus for the development of the policy on Special Student Status came from an initiative in Women's Studies to offer courses through the W2B program.

Walls to Bridges (www.wallstobridges.ca):
"We create collaborative and innovative learning communities within correctional settings. Inspired by the U.S. **Inside-Out Prison Exchange Program**, W2B courses bring together incarcerated/criminalized students and students enrolled at colleges/universities to study together for semester long for-credit courses. To date, 24 W2B courses have been offered in Canada. The National Program Hub is located in The Faculty of Social Work, Wilfrid Laurier University, Kitchener, ON."

"W2B courses are university or college based classes taught in jails, prison and community correctional settings. Students who are or have been incarcerated study together with students enrolled in university/college programs. All students who successfully complete the course receive a university/college credit. An important principle of W2B courses is that students from outside the correctional system are not 'mentoring' or 'helping' or 'working with' incarcerated/criminalized students: all participants in the class are peers, learning the class content together through innovative, experiential and dialogical processes.

Specific requirements related to offering Walls to Bridges courses:
- The South West Detention Centre (SWDC) is gender-segregated. Course offerings will need to clearly stipulate gender restrictions for registration.
- Enrollment of UW students will be limited due to the classroom-like space available at SWDC.
- Interested UW students will be required to fill out a Walls to Bridges application form, and they must be interviewed by the course instructor in accordance with W2B guidelines. Accordingly, the selection process will take some time, which may be frustrating to students.
- UW students and the instructor are required to have police clearance. This process can take a few weeks. Students should be advised of this requirement in advance.
- UW students are permitted to take only their class materials into the SWDC classroom - no bags or purses, no phones, computers, etc.
- UW students will need to get themselves to and from SWDC during the term.

University of Windsor
Senate

5.6.2:   **Special Student Status Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That persons interested in taking courses for general interest be allowed to register without having to gain admission to the University, subject to the Registration Conditions for Students with Special Status.**

Rationale:
- Special Student status will provide a pathway for persons to attempt to qualify for admission to a degree program.
- Special Student status will facilitate the recruitment of non-traditional persons whose educational goals do not include a post-secondary credential.
- Though not solely designed for the Walls to Bridges (W2B) program, the impetus for the development of the policy on Special Student Status came from an initiative in Women's Studies to offer courses through the W2B program. (see attached for more on the W2B program)

Registration Conditions for Students with Special Status:
- Registration is open to selected individuals not currently admitted to the University
  o Students who have been required to withdraw from this or any other post-secondary institution within the last 12 months are not eligible to register under the Special Student Status route
- Course prerequisites must be met where applicable
  o Special Students are required to present unofficial transcripts of prior postsecondary work at registration, if registration into a course with a prerequisite is to proceed
- Special Students have access to classes only as space permits
  o When space permits, access to registration normally will be the first day of the term the course is offered
- Special Students are subject to all polices and bylaws, and allowed use of academic services as equivalent to a student
- Special Students may apply for formal admission or readmission at any time through one of the approved admission routes
  o At the point of admission, courses completed via the Special Student route are included in the admission decision process
  o Courses completed via the Special Student status route may be counted toward the student's program, provided they fit within the degree requirements and subject to the appropriate Senate rules governing the program of study
- Academic course work completed while enrolled under the Special Student status will appear on the student's official transcript
- Activities completed while enrolled under the Special Student status may be recognized on the co-curricular transcript
- Applications for Special Student Status must be submitted to the Office of the Registrar for approval on the *Special Student Registration Form*.
- Students denied registration privileges may appeal in writing to the Registrar (or designate) with consultation of the appropriate academic area where necessary. This decision will be final.
- Special students are allowed to complete a maximum of four courses prior to obtaining admission to the University. Any subsequent registration must be as a regular full- or part-time student.

Additional Information:

Though not solely designed for the Walls to Bridges (W2B) program, the impetus for the development of the policy on Special Student Status came from an initiative in Women's Studies to offer courses through the W2B program.

Walls to Bridges (www.wallstobridges.ca):

"We create collaborative and innovative learning communities within correctional settings. Inspired by the U.S. **Inside-Out Prison Exchange Program**, W2B courses bring together incarcerated/criminalized students and students enrolled at colleges/universities to study together for semester long for-credit courses. To date, 24 W2B courses have been offered in Canada. The National Program Hub is located in The Faculty of Social Work, Wilfrid Laurier University, Kitchener, ON."

"W2B courses are university or college based classes taught in jails, prison and community correctional settings. Students who are or have been incarcerated study together with students enrolled in university/college programs. All students who successfully complete the course receive a university/college credit. An important principle of W2B courses is that students from outside the correctional system are not 'mentoring' or 'helping' or 'working with' incarcerated/criminalized students: all participants in the class are peers, learning the class content together through innovative, experiential and dialogical processes."

Specific requirements related to offering Walls to Bridges courses:

- The South West Detention Centre (SWDC) is gender-segregated. Course offerings will need to clearly stipulate gender restrictions for registration.
- Enrollment of UW students will be limited due to the classroom-like space available at SWDC.
- Interested UW students will be required to fill out a Walls to Bridges application form, and they must be interviewed by the course instructor in accordance with W2B guidelines. Accordingly, the selection process will take some time, which may be frustrating to students.
- UW students and the instructor are required to have police clearance. This process can take a few weeks. Students should be advised of this requirement in advance.
- UW students are permitted to take only their class materials into the SWDC classroom - no bags or purses, no phones, computers, etc.
- UW students will need to get themselves to and from SWDC during the term.

University of Windsor
Senate

5.6.3:   **Office of Student Recruitment Annual Report 2015-2016**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1.   Executive Summary

A.   Introduction

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

B.   Goals and Objectives of Reporting Year

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

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

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

4.   *Engage and build the Windsor and Essex County community through partnerships*:
    The SRO partners with local schools, teachers, and guidance counsellors in order to actualize the Recruitment Plan. We also partner with local organizations such as Junior Achievement and the WFCU Arena to conduct recruitment events.

5.   *Promote international engagement*:
    The SRO is involved in international recruitment in the United States and Mexico.

C. <u>Successes</u>

Follow-up on future actions/initiatives listed in last year's report, the SRO continued and refined the many recruitment events listed in the prior year's report and worked to increase student awareness of the University beyond the Tri-county region, especially in the GTA. Specifically, the SRO
- increased its reach to high school students through increased high school visits
- increased US Recruitment efforts resulting in increase in prospects
- increased efforts to recruit out-of-province prospects through SchoolFinder
- developed more electronic recruitment initiatives with the successful hiring of a Digital Communications Technician (13 videos created to increase our online recruitment)
- provided two Free Busses to bring prospective students from GTA to Spring Open House

Marketing initiatives undertaken by STC, with the assistance of the SRO, increased awareness of the University in the GTA.

As a result of these initiatives, there was an increase in campus visits by prospective students.

D. <u>Challenges</u>

- Decrease in prospects at Ontario Universities Fair: design of booth and number of people on floor made booth unwelcoming. This will be addressed by decreasing personnel and providing training on best practices. We also look forward to the implementation of a pilot electronic data collection project at OUF in 2016.

- Online recruitment capabilities continue to be behind industry standard regarding web recruitment events; this has been partially addressed with the addition of the Digital Communications Specialist. However, we are unable to implement online recruitment events due to lack of staff and IT support.

- Training for contract staff is limited by CUPE regulations that prevent us from hiring them for more than 59 days.

- Workload for the Communications and Events Coordinator and one Recruitment Officer is too heavy due to elimination of IT staff in Recruitment Office.

- Budget continues to be a challenge; however, we expect that this will be addressed once STEMM Works recommendations are presented:

  The SRO is responsible for undergraduate and college transfer recruitment for Canada and the United States, and shares responsibility with the International Recruitment Office for Mexico. In actuality, due to staff and budget limits, our recruitment efforts are focussed in Ontario, Michigan, Northern Ohio and Mexico City. We also assist the Faculty of Graduate Studies with recruitment by attending Graduate Fairs in Southern Ontario.

  We also hire an army of student employees each year to serve as tour guides, telecounsellors, and to work the OUF. In 2015/16, the SRO was successful in obtaining a permanent Digital Communications Technician (DCT). However, the budget allocated to this new position was reallocated from other budget lines leaving the SRO with three fewer student employees who helped with research, analysis of recruitment materials and other related duties.

  The United States, Mexico, college transfer and graduate studies was added to the SRO portfolio three years ago. However, as reported last year, no new staff or budget was added to cover these new duties. The result is that the staff in the SRO are overworked and stressed, and unable to do a thorough job, especially in developing relationships with schools, specifically guidance counsellors, and in-depth work with departments to plan and assist in recruitment strategies and events. Mistakes are made due to workload, the need to work too quickly, and, frankly, exhaustion. Staff members are also unable to keep

proper records and overtime is an ongoing issue. Staff shortages also result in the need for the Assistant Vice-President, North American Recruitment to serve as a recruitment officer, attending out-of-town recruitment events, taking valuable time away from other duties. Further, there are weeks where all recruitment officers are on the road meaning no qualified staff are available to meet with prospective students on campus.

Once again, the SRO is projecting a budget shortfall again in 2016/2017. STEMM Works is reviewing the SRO's recruitment operation and will be making recommendations for optimal recruitment strategy and associated budget. The SRO looks forward to receiving this report.

2. Report

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

The Recruitment Season

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

Ontario Universities Fair (OUF) Prospects 2014-2015.

Day	Reply Cards		Electronic		Total	
	2014/2015	2015/2016	2014/2015	2015/2016	2014/2015	2015/2016
Friday	799	507	105	178	924	681
Saturday	1019	683	206	270	1227	957
Sunday	814	478	189	232	1003	710
Total	**2632**	**1668**	**500**	**680**	**3154**	**2348**

School Visits

	2014/2015	2015/2016
Individual School Visits and Mini-Fairs	400	433
University Information Programs	82	80
Out of Province Fairs and School Visits	0	20
Total	**482**	**533**

US School Visits

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

Guidance Counsellor Events

	2014/2016	2015/2016
Provincial Dialogue Events	7	7
Local Guidance Counsellor Lunch	1	1
Guidance Counsellor Forum Lunch	2	39

Telecounselling

	2014/2015	2015/2016
Fall Prospect Calls (October/November)	5521	3100
Fall Uncompleted calls (no answer)	2524	396
Reached at a later date	2224 (300 outstanding)	677
Winter Applicant Calls	5926	4261
Winter Uncompleted Calls (NA)	745	3793
Application Reception – Completed Calls		607
Application Reception – Voicemail		647
Application Reception – Uncompleted (no answer)		533
Total Hours	1144	1002
Total Cost: student employees	$13,728	$10,776

Campus Tours: by Country

	2014/2015	2015/2016
Canada	536	533
United States	25	25
Antigua and Barbuda	1	
Bahamas		1
Brazil	1	2
China	1	1
India	1	
Italy	2	1
France		1
Japan		1
Qatar		1
Trinidad and Tobago		1
United Arab Emerates	1	1
United Kingdom		2
Unknown		13
Total	**568**	**583**

Campus Tours: by Province

	2014/2015	2015/2016
Ontario	493	514
Alberta	5	5
British Columbia	3	2
Manitoba	2	1
New Brunswick	1	4
Newfoundland	1	0
Nova Scotia	7	3
Quebec	5	2
Prince Edward Island	1	0
Saskatchewan	1	1
Unknown	-	1
Total	**536**	**533**

Campus Tours: United States

	2014/2015	2015/2016
Michigan	13	15
Alabama	1	-
Arizona	1	1
Arkansas		1
Colorado	1	-
Florida	1	-
Illinois	2	1
Indiana	-	1
Iowa	-	1
New Jersey	1	-
Ohio	3	1
Pennsylvania	-	1
Tennessee	1	-
Texas	-	1
Washington	-	1
Wisconsin	1	1
Total	**25**	**25**

Applicant Receptions

Location	Attendance	
	2014	**2015**
Chatham	59	24
London	35	28
Mississauga	51	45
Scarborough	27	20
Richmond Hill	16	-
Total	**188**	**117**

Open House Events

Event	Attendance		
	2014	**2015**	**2016**
Spring Open House		759	674
Fall Open House	1907	696**	
**FOH # is inaccurate as many guests did not check in. Note: we do not have the ability to determine how many attended without registering			

Prospect Leads

Program	Leads
SchoolFinder	832
Cappex	-
Kazuber	8161
Total	**8993**

Videos Created in 2015/2016
-Head Start
-UWill Discover
-Outstanding Scholars
-Asil Moussa – PAC
-Robotics – Engineering
-Law re-edit
-How to Register
-6 Student Life – FAHSS

B.   Future Actions/Initiatives

1.   Cappex: US students interested in studying outside US
2.   SchoolFinder: Canadian Students
3.   Schoold: allows student to create personalised Viewbook
4.   Newcomer Recruitment Events
5.   Implementation of CRM
6.   Implementation of recommendations from SEMM Works
7.   Continue making Recruitment Videos, including a series for the Promise Campaign for external use

C.   Recommendations for Senate consideration (if any)
None.

University of Windsor
Senate

5.6.4:   **Open Learning Annual Report (2015-2016)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

For more on the Office of Open Learning 2015-2016 report, click for slides presented to the Academic Policy Committee.

1. Executive Summary

A. Introduction

Mission:
The Office of Open Learning (OOL) provides leadership to the University of Windsor community in the development and delivery of flexible, high-quality learning opportunities for all of our current and future students, underpinned by scholarly teaching practice. We foster and support innovative and engaging approaches to teaching and learning by integrating rich educational technology practice to engage learners, whether they are on campus, or fully online. We continually advocate for, explore, and implement the technology our institution needs to be on the leading edge of educational innovation provincially and nationally in order to foster a teaching and learning environment that empowers our educators and learners to achieve their aspirations for excellence and impact.

Mandate:
The mandate of the Office of Open Learning is to:
- Provide faculty support and professional development for online, open, hybrid, and technology-enhanced learning and teaching through formal and informal development opportunities
- Provide a comfortable, safe and supportive environment in which faculty can explore innovations in pedagogy and curriculum
- Work collaboratively with faculty and other units on campus to develop and deliver high-quality, engaging, media-rich learning environments that are appropriate to the diverse disciplinary cultures and contexts of the University's faculty and students
- Attain internal and external funding for research and development of online learning environments
- Assist faculties to increase high-quality course and program offerings in online, hybrid, and technology-enhanced modes that attract and retain students
- Support faculty in scholarly teaching practice, educational research, and embedding high impact practices in all courses
- Support the development, adoption, and adaptation of Open Educational Resources
- Advocate for and assist in implementation and uptake of relevant core educational technologies for delivering online and hybrid teaching to the widest possible audience
- Explore the boundaries of teaching and learning practice, including emerging educational technologies, and to provide evidence-based consultation and advice to faculty on their adoption
- Enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, and scholarship of online teaching and learning (SoOTL)

B. <u>**Goals and Objectives of Reporting Year**</u>

1. *Provide an exceptional undergraduate experience*:

    a) Foster excellence in online, hybrid, and technology-enhanced teaching and learning practices across the campus through multiple accessible and flexible pathways to teaching and learning development
    b) Collaborate with faculties and departments to enhance flexibility of offerings across the campus
    c) Work in partnership with faculty, staff, and students to seek Ontario Shared Online Course Fund (ShOCF) support for development of high quality online courses, programs, and open educational resources, and to ensure these are developed and implemented to the highest standards
    d) Work in partnership with the Centre for Teaching and Learning (CTL) and IT Services (ITS) to successfully complete the implementation of Blackboard Learn
    e) Transition Echo360 from pilot to sustainable solution for in-class and online student engagement platform
    f) Explore options for systematic tracking and reporting on achievement of learning outcomes, and detailed learning analytics
    g) Expand reach of ePortfolios to additional programs and faculties
    h) Lead and contribute to institutional initiatives that aim to enhance the student experience on campus, such as the Curriculum 2020 discussion and Learning Outcomes projects initiated by Senate
    i) Proactively evaluate emerging technologies that may facilitate or contribute to engaging learning environments
    j) Partner with FAHSS on an SPF grant to develop online and flexible advising capacity in the faculty

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

    a) Support faculty exploring their own Scholarship of Online Teaching and Learning (SoOTL), including co-development of grant applications, publications, research protocols, and conference presentations
    b) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
    c) Support opportunities for undergraduate and graduate students to showcase their research
    d) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
    e) Support and encourage interdisciplinary collaboration and research, particularly through assistance with applying for provincial and national grants that require or encourage collaborative and interdisciplinary approaches
    f) Host the Ontario Council on eLearning (OUCEL) annual conference

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

    a) Advocate for development of technological, policy, and human infrastructure to support innovation and exploration in teaching and learning, making UWindsor a destination of choice for innovative teachers
    b) Provide support for individual faculty, departments, and faculties in obtaining funding for curriculum innovation in online, hybrid, technology-enhanced, and open programming
    c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
    d) Support faculty in the evaluation of their own teaching for development, promotion, and tenure
    e) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements

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

    a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond

b) Partner with the CTL and St Clair College to host the national Educational Development Caucus (EDC) Conference

c) Partner with St Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions

d) Work in partnership with faculty to develop open access educational resources that are accessible and freely available to the community

5. *Promote international engagement*:

a) Promote UWindsor online learning opportunities through eCampus Ontario

b) Support faculty to embed international perspectives and experiences within their teaching through virtual international collaborative teaching opportunities

c) Provide technological and pedagogical support for faculty and students engaged in international experiential learning opportunities

d) Foster international engagement

e) Support programs with high international enrolment to develop resources that will assist students to transition successfully to the UWindsor environment

f) Promote a positive image of UWindsor through social media and Web 2.0 tools

C. **Successes**

- Received $447,300 in SPF funding for two multi-year projects supporting expansion of online teaching and learning capacity and innovative online advising (in partnership with FAHSS Dean's Office)
- Successfully partnered with faculty from across campus to receive $639,100 in funding for 10 projects in 2015 and an additional $351,688 for an additional 8 projects in 2016 from the competitive Ontario Shared Online Course Fund (ShOCF); 14 courses and 4 large Open Educational Resources were launched or are in development from this funding
- Continued working with faculty and teams to complete multi-year projects funded by OOL's own *Strategic Online Development Grants,* developing online and hybrid courses and programs (approx. 50 courses developed, redeveloped, or enhanced through these grants so far)
- Partnered with faculty in four faculties to develop a new 'on-demand hybrid' delivery mode to enhance flexibility for students
- Partnered with CTL and ITS to implement Blackboard Learn, and begin implementation of Blackboard Outcomes and Analytics packages
- Partnered with CTL and St Clair College to host the national Educational Developers' Caucus conference
- Supported Engineering and Odette School of Business with accreditation process
- Expanded ePortfolio use from a pilot in one department to 6 departments and faculties
- Worked in partnership with faculty to develop or redevelop approximately 65 courses
- Worked with the Provost's Office to develop the new Digital Learning Resources Fee policy

D. **Challenges**
1. Ongoing lack of space restricting hiring of additional staff and efficient and effective media development for online, hybrid, technology-enhanced, and open access courses
2. Staffing: Lack of key skills in two areas (graphic design and web-development) and reliance on short-term contract hires and student labour to develop complex, high-profile projects
3. No out of hours support for faculty teaching live online or hybrid classes
4. Implementation of Blackboard Learn with limited resources
5. Lack of clear definitions of different teaching modes, and processes to consistently identify actual teaching mode of courses
6. Inconsistent quality of information publically available online for students to assist in making decisions about courses to enroll in, which is especially problematic for potential online students
7. Lack of dedicated academic and technical support for online students

8. Low capacity of wireless internet access in parts of the campus (especially for hybrid or technology-enhanced courses) is challenging

2.   Report

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

1. *Provide an exceptional undergraduate experience*:
    a) Foster excellence in online, hybrid, and technology-enhanced teaching and learning practices across the campus through multiple accessible and flexible pathways to teaching and learning development
        - Developed and delivered three 2-day intensive introductory online course design sessions (the *Online Course Design Institute*). Participants receive a certificate of completion at the end.
        - Delivered situated/tailored academic development sessions in 5 faculties
        - Provided 780 individual and group consultations with instructors, students, and staff across all faculties and several non-academic units, as well as external collaborators, totaling over 940 hours of consultations (excluding workshops)
        - 22 formal workshops offered to the campus community, plus an additional 20 custom workshops within departments and faculties
        - Provide faculty and student support and training for all WordPress ePortfolios
        - Consult on the revision of University policies (e.g. Digital Learning Resources Fee Policy, use of plagiarism detection software)
        - Began development of a full suite of programming to support faculty in utilizing the full possibilities of contemporary teaching technologies, practices, and delivery modes, including 39 workshop topics (in addition to customized workshops on request).
        - Created two short tutorial modules for instructors to incorporate in their course sites to provide introduction to two common tools – BVirtual live online proctoring service, and Blackboard Collaborate
        - OOL designs courseware using international interoperability standards, AODA (accessibility) standards, and embedded principles of Universal Design for Instruction (UDI). OOL currently uses eCampus Alberta's standards for assuring quality in online course design, which will likely form the basis for eCampus Ontario's standards to be developed in 2017
    b) Collaborate with faculties and departments to enhance flexibility of offerings across the campus
        - Collaborated with instructors and departments to develop new or redevelop existing courses to flipped, hybrid and on-demand hybrid courses in Business, English, Economics, the Cross-Border Institute, and Nursing
    c) Work in partnership with faculty, staff, and students to seek Ontario Shared Online Course Fund (ShOCF) support for development of high quality online courses, programs, and open educational resources, and to ensure these are developed and implemented to the highest standards
        - Successfully managed the whole process from initial call, to proposal development, submission, completion, accounting, and reporting for all UWindsor submissions to the ShOCF
        - Over 50 expressions of interest in each of 2015 and 2016 rounds of funding calls led to 20 full submissions as lead institution in 2015 (10 successful; $639,100), and 26 proposals as lead in 2016 (8 funded; $351,688), which was the second highest success rate of institutions across the province.
        - 14 new online courses and 4 OERs developed with this funding
    d) Work collaboratively in partnership with the Centre for Teaching and Learning (CTL) and IT Services (ITS) to successfully complete the implementation of Blackboard Learn
        - Blackboard Learn successfully implemented and all courses migrated from CLEW to Bb
        - Strong collaborative relationship between CTL, ITS, and OOL supports all aspects of the learning management system (LMS), but also other educational technologies where the expertise and capacity of the three units intersect to support the needs of the campus
        - OOL supports faculty in designing and developing courses using the LMS, particularly online and hybrid courses, but also on-campus courses
    e) Transition Echo360 from pilot to sustainable solution for in-class and online student engagement platform

- Transition from self-hosted Echo360 lecture capture system and Lecture Tools to new integrated cloud-based platform, Echo360 Active Learning Platform with increased and improved functionality and accessibility
- Echo360 student engagement platform transitioned from pilot to shared cost model (student pays portion, OOL pays portion)

f) Explore options for systematic tracking and reporting on achievement of learning outcomes, and detailed learning analytics
- Blackboard Outcomes and Analytics selected as institutional tools for implementation in collaboration with ITS and CTL

g) Expand reach of ePortfolios to additional programs and faculties
- ePortfolio use expanded from small pilot with WordPress and Drupal in SOCI and VABE, to over 1,500 ePortfolios in WordPress across SoCA, Business, Law, Education, Nursing, and Outstanding Scholars (almost 700 new ePortfolios created in the reporting period)
- Begin planning for development of WordPress multi-site installation to institutional capacity
- Funded projects and partnered with faculties, CTL and ITS to provide Blackboard Portfolios for all incoming students in Engineering and VABE (both aligned to program and accreditation outcomes)

h) Lead and contribute to institutional initiatives that aim to enhance the student experience on campus, such as the Curriculum 2020 discussion and Learning Outcomes projects initiated by Senate
- OOL contributed to both the Curriculum 2020 and Learning Outcomes Assessment projects (the Director was an author and committee member in these working groups), each of which developed a discussion paper to inform and provoke conversation of these topics

i) Proactively evaluate emerging technologies that may facilitate engaging learning environments
- Built a Lightboard for rapid development of engaging instructional video content, purchased drone for aerial video production, explored options for 360 degree images and video production for instructional material, began testing new Blackboard Collaborate Ultra virtual classroom

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

a) Support faculty exploring their own Scholarship of Online Teaching and Learning (SoOTL), including co-development of grant applications, publications, research protocols, and conference presentations
- Facilitated development, submission and management processes for all UWindsor-led ShOCF projects (46 projects submitted in two rounds 2015/2016, 18 successfully funded)
- All funded projects offered RA and expert research/SoOTL support for development of a protocol to evaluate success of the projects

b) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
- Partnered with 34 students in various paid and volunteer capacities on grant-funded projects
- In collaboration with Business and CTL, developed *A Teaching Assistant's Guide to Online and Hybrid Learning* and its companion *A Sessional Instructor's Guide to Online and Hybrid Learning*

c) Support opportunities for undergraduate and graduate students to showcase their research
- Supported wide range of opportunities for students to showcase their research, including the 3-Minute Thesis Competition (provided coaching for participants and judging the heats), Trends in Forensic Science undergraduate research conference (sponsorship, judging posters, social media support), development of an open access undergraduate forensic science journal in collaboration with the Library and Forensic Science program, and the UWillDiscover Undergraduate Research Conference (organizing committee, social media support) and associated Open Online Course (instructional design, technical and pedagogical support)

f) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
- OOL research presented at multiple local, national, and international conferences, as well as through articles and book chapters
- OOL blog as an open scholarship tool to disseminate information about our projects
- Received recognition from national group *Academica Top Ten*

- Support campus initiatives such as the GATA Network (presenting workshops), and Teaching Leadership Chairs (OOL funds a Teaching Leadership Chair in Online and Open Learning)

d) Support and encourage interdisciplinary collaboration and research, particularly through assistance with applying for provincial and national grants that require or encourage collaborative and interdisciplinary approaches
- All of the ShOCF grants require collaboration, either across disciplines, across institutions, across higher education sectors (college and university) or a combination of all of these. OOL helped facilitate those collaborations

e) Host the Ontario Council on eLearning (OUCEL) annual conference
- Successfully hosted OUCEL annual conference with representatives from 15 Ontario universities and 2 external organisations. Most participants had not been to Windsor or the university prior to this event

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

a) Advocate for development of technological, policy, and human infrastructure to support innovation and exploration in teaching and learning, making UWindsor a destination of choice for innovative teachers
- Worked with the Provost's Office to develop a Digital Learning Resources Policy to bring the former Ancillary Fee Policy in line with Ministry guidelines
- Advocated through appropriate committees for review and selection of technology tools to support the needs of the campus, including LMS, Echo360, BVirtual, WordPress
- OOL co-funds Blackboard Learn licence (with ITS), and fully funds the university's contribution to Echo360 (hosting, streaming, admin; students pay for access to the end-user tool), and WordPress (hosting)

b) Provide support for individual faculty, departments, and faculties in obtaining funding for curriculum innovation in online, hybrid, technology-enhanced, and open programming
- OOL provided a total of $317,000 in multi-year funding to projects started in 2013 and 2014 for development of online courses, programs and open access resources, resulting in 50 courses being developed or redeveloped; most projects completed in 2015 but some launched in 2016
- $990,788 in ShOCF received in 2015-16 for online course and Open Educational Resource development

c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
- Began developing a non-credit *Certificate in Online and Open Learning* that is flexible and responsive to the needs of individual faculty, recognizing a wide range of professional learning experiences
- Developed a series 39 workshop topics in 5 categories for delivery over multiple years and in multiple offerings
- Facilitated a *Community of Practice* for instructors interested in or teaching online, hybrid or technology-enhanced courses and programs
- Contributed to the delivery of the New Faculty Orientation program. The Director emailed each new instructor to welcome them and inform them of the services we offer

d) Support faculty in the evaluation of their own teaching for development, promotion, and tenure
- Assisted all grant winners in determining an appropriate evaluation strategy for their projects
- Worked with the REB on development of a protocol for SoTL research in online, hybrid, flipped, and technology-enhanced courses

e) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements
- Assisted Engineering and Business with accreditation process
- Approximately 20 invited workshops for faculty and students delivered within faculties and departments on request
- Consulted with 6 departments and faculties on program level curriculum innovation and development

- Collaborated with the Leddy Library on open content and library programming

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

a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
- In partnership with Education and CEPE, funded and facilitated development of the world's first online International Baccalaureate (IB) Educators certificate program that allows teachers to be certified to teach in IB schools, with the program to launch in fall 2016
- Developing additional fully online or hybrid programs in partnership with Education, Forensic Science, Business, Computer Science, and the Cross-Border Institute, all of which provide flexible learning options for non-traditional learners and open markets for Windsor programming that were not previously possible
- Attended OPUS Open Day and delivered workshops to OPUS members
- Presented on accessible technologies in the Accessibility Awareness Day
b) Partner with the CTL and St Clair College to host the national Educational Development Caucus (EDC) Conference
- Highly successful conference with highest number of participants so far for this conference (152 participants from 56 institutions)
c) Partner with St Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
- Delivered tailored 2-day intensive online course design institute at St Clair College in partnership with their Office of Academic Excellence
- Planning to seek provincial funding for online pathway program in computer science as a partnership between St Clair College's School of Business and Information Technology, and the University of Windsor's School of Computer Science
d) Work in partnership with faculty to develop open access educational resources that are accessible and freely available to the community
- Collaboratively developed one large provincially funded Open Educational Resource (OER) (*Graduate Approaches to Qualitative Research*) and began development of an additional three funded OERs (*Rearranging and Solving Equations, Virtual Tool Kit for Transfer Student Success, and Writing Skills for Human Service Professionals*). All will be openly available for use under a Creative Commons licence and expected to be available by fall 2016

5. ***Promote international engagement***:
a) Promote UWindsor online learning opportunities through eCampus Ontario
- Director is a member of the working party designing and developing the eCampus Ontario portal, as well as a member of the eCampus Ontario Board of Directors
- OOL is the institutional administrator of UWindsor's presence in the eCampus Ontario online portal that allows potential students to find all online courses offered in universities and colleges across the province. This portal allows Windsor to promote all our online courses through a single portal that also displays historical equivalence data for each of these courses (from OnCAT)
- Worked with the Registrar's Office and CEPE to prepare and validate data on all UWindsor online course for ingest to eCampus Ontario portal (this activity happens three times a year)
- Developed individual graphics to market each UWindsor course (first university to take advantage of this capability in the portal)
- Planning to develop introductory videos with instructors to draw greater attention to courses
- Funded and partnered with Simon duToit to develop and deliver UWindsor's first Open Online Course, which drew participants from Canada, the US, Europe, Asia, and Australia. Funded a project to explore development of a second open online course in psychology with Ken Cramer
b) Support faculty to embed international perspectives and experiences within their teaching through virtual international collaborative teaching opportunities

- Supported Law and Human Kinetics to experiment with courses taught with instructors and students in partner institutions in the US and Europe
- Worked to implement a range of flexible technologies to facilitate collaborative teaching of courses with international partners, or to facilitate faculty teaching from remote locations internationally

c) Provide technological and pedagogical support for faculty and students engaged in international experiential learning opportunities
   - Supported SoCA to facilitate intensive experiential course in Italy where visual arts students developed portfolios of their experience to share with students and others back in Windsor

d) Foster international engagement
   - Provided workshops in the CTL's International Faculty Development program
   - OOL staff maintain memberships in 18 national and international societies, and beginning process for institutional membership in the peak international group on online and distance education – the *International Consortium of Distance Educators*
   - OOL's staff review for 13 international journals and conferences
   - Collaborated with colleagues across Canada and internationally on projects that enhance Windsor's reputation and relationships with other institutions
   - Participated in and supported Windsor-Oakland Conference on Teaching and Learning
   - Co-funded and facilitated visit by Dr. Mick Healy, international expert in students as partners and undergraduate research-based learning, who also presented in the Undergraduate Research Conference Open Online Course

e) Support programs with high international enrolment to develop resources that will assist students to transition successfully to the UWindsor environment
   - Collaborated with Tranum Kaur to fund and develop resources to support and help prepare the international students coming in to the Masters of Medical Biotechnology program

f) Promote a positive image of UWindsor through social media and Web 2.0 tools
   - Provided social media expertise and support for UWindsor events, including Campus Technology Day, Windsor-Oakland Conference, UWillDiscover Undergrad Research Conference, Trends in Forensic Science, Celebration of Teaching Excellence, EDC Conference, Teaching Leadership Symposium, and Evaluating Teaching Symposium to increase global visibility of these events
   - Promoted UWindsor through Open Online Courses and eCampus Ontario portal

B. Future Actions/Initiatives

1. Collaborate with faculty and departments to develop successful proposals for the eCampus Ontario call for funding for online programs and open courseware initiative, as well as the eCampus Ontario research and innovation grants. Proposals should reflect strategic priorities of the faculties.
2. Partner with faculty and the Library to produce open access textbooks and other Open Educational Resources (OERs)
3. Begin process of designing and developing a new physical space for OOL
4. Implement a visiting fellowship program for the OOL in partnership with the CTL
5. Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
6. Partner with instructors, departments, faculties, and CEPE to explore options for growing innovative and responsive programming, including sub-degree, laddered credentials and continuing education programs
7. Develop more rigorous project management and course development workflow to improve quality enhancement processes in OOL projects
8. Continue to assess the impact of OOL's activities and refine priorities and approaches through an external review and stakeholder engagement
9. Continue to experiment with cutting edge learning technologies to address needs of the UWindsor community and work collaboratively to evaluate and implement these as needed (e.g. Collaborate Ultra)
10. Plan first annual Online and Technology Enhanced Teaching and Learning Symposium
11. Begin to transition OOL budget to a more strategic and sustainable model to better serve the current needs of the campus

C.   Recommendations for Senate consideration (if any)

1. Develop official institutional definitions of different teaching modes (e.g. on-campus, off-campus, hybrid, on-demand hybrid, fully online, flipped) and examine workflow for collecting and displaying information on course delivery mode through the course proofs and course calendar population processes

Rationale: UWindsor students have no consistent or accurate information on the delivery mode of courses we offer, and UWindsor is currently at a disadvantage provincially compared to other schools because students who may wish to take our courses on a Letter of Permission from other institutions have great difficulty finding accurate information on the actual delivery mode of our courses. Further, there is no consistent mechanism for collecting and displaying this information accurately. Best practice would also allow for a course code nomenclature that would include information on delivery mode that is consistent with an official institutional definition of each mode.

2. Explore options for expanded institutionally consistent course information available online

Rationale: Current UWindsor students, and students from other institutions, inter-province, and internationally have access to very limited information that would be helpful in the decision-making process for enrolment. Consequently, they either go somewhere else, or are forced to 'shop around' for courses prior to the drop date so they can find out what the course actually intends to cover. OOL would be happy to provide examples of exemplary practice in making suitable course information publicly available, as well as suggesting information that might be considered for inclusion in an institutional policy for consideration of APC.

3. Address inconsistency and inequality in Senate By-Law 51 (SBL 1.5.1) that allows a single evaluation piece to be worth the entire grade in 'distance education' courses ("*With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted*").

Rationale: By-law 51 currently allows for discrimination, unfair, and pedagogically unsound practices in courses and sections designated as 'distance education' (which is not defined), whereby instructors can choose evaluation procedures that either effectively or actually allow a single evaluation procedure to be worth 100% of the final grade. This is inconsistent with the policy for other delivery methods, and provides a potential barrier to expansion of online programming.

University of Windsor
Senate

5.6.5: **Student Affairs Annual Report (2015-2016)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1. Executive Summary

A. Introduction

The mission of Student Affairs (now called the Office of Student Experience) is to enrich the student experience through the provision of programs and services that advance student success, contribute to campus engagement and promote a safe, caring and inclusive environment.

The Student Affairs portfolio includes the following units:
- Student Success Centre (include Student Disability Services, Advising Services, Student Transition Programs)
- International Student Centre
- Student Counselling Centre
- Campus Community Police
- Residence Services
- The Outstanding Scholars Program
- Turtle Island (Aboriginal Education Centre)
- The Academic Integrity and Student Support Officer

B. Goals and Objectives of Reporting Year

1. *Provide an exceptional undergraduate experience*:
   - Participate in activities across the university to support increased Indigenization of university academic and non-academic programs and services;
   - Create a space and community that is welcoming and supportive for Aboriginal students;
   - Promote academic honesty and support the development of an updated academic integrity process;
   - Provide community safety services of the highest quality; continually develop, improve, and initiate new programs that further enhance safety on the university's campus;
   - Ensure that International students receive the support they need to effectively transition to university and make sure they feel welcome and engaged in the university community over the entirety of their university careers;
   - Continue to deliver the Outstanding Scholars Program;
   - Deliver high quality residence life programs and services such that residence students have consistently high levels of satisfaction;
   - Examine and revitalize residence life programs such that they are consistent with best practices;
   - Ensure all residence buildings are being maintained to a high standard and that regular investments are being made to address capital and deferred capital requirements;
   - Ensure students have access to professional counselling within reasonable timelines that either meet or exceed the provincial average for wait times;

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- Identify and implement programs that help students develop their own coping skills and/or increase the resiliency such that the number of student needing counselling is reduced;
- Deliver student transition programs that reflect best practice approaches and that generate high levels of student satisfaction;
- Provide accurate and accessible academic advising to undergraduate students from all faculties;
- Provide meaningful leadership opportunities to students who can enhance the experience of students across the university;
- Provide accurate and accessible disabilities and accommodations advising to students ;
- Ensure exams for students with disabilities are administered efficiently and effectively such that students are satisfied with their experience and faculty members are satisfied that the exam process is secure and reliable;
- Ensure the ongoing delivery of the writing support desk in the Leddy Library;
- Develop programs that reduce incidents of sexual violence and increase the capacity of students and university employees to aid survivors of sexual violence.

2. ***Pursue strengths in research and graduate education***:
- Deliver the UWill Discover conference.

3. ***Recruit and retain the best faculty and staff***:
- Host the Annual Going the Extra Mile (GEM) Awards.
- Encourage professional development opportunities for Student Affairs staff.
- Provide assistance to faculty members through support of the Outstanding Scholar program.

4. ***Engage and build the Windsor and Essex County community through partnerships***:
- Create and encourage students to pursue leadership opportunities.
- Create and support initiatives that engage and impact the wider community.

5. ***Promote international engagement***:
- Encourage and support increasing numbers of domestic students to study abroad.

C.   <u>Successes</u>

Aboriginal Education Centre (Turtle Island)	• The Aboriginal Education Centre- Turtle Island (AEC-TI) participated in the Campus Community Garden (CCG). CCG is dedicated to building healthy, interactive urban communities through the collective production of locally grown, organic food. AEC-TI planted a Three Sisters garden; corn, beans, and squashes. These crops are said to be watched over by three sister spirits called "sustainers." On the same mound the three crops grow together, helping and protecting each other. Visitors to the garden learn how these three crops have contributed to a healthy diet for many generations of Native Americans providing carbohydrates, protein, amino acids, and vitamins, all while being a sustainable farming practice for both the people and the land.
	• The AEC-TI participated in the Faculty of Law Truth and Reconciliation Committee (TRC). The TRC includes responding the TRC recommendations for Law schools and conceptualizing the notion of indigenization at post-secondary institutions.
	• The President of the University of Windsor began to include the following statement to acknowledge the territory where the University of Windsor sits as the traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

	• The University of Windsor Office of the Senate formed a Working Group on benchmarking the University of Windsor in relation to the 13 Principles of Indigenous Education of Universities Canada. The report was presented the report April 2015 to Senate. The report indicates that the University of Windsor has developed many models of decolonizing and indigenizing the curriculum, providing services to Indigenous students, engaging with Indigenous communities and fostering inter-cultural communication and knowledge.
Academic Integrity Office	• Academic Misconduct Cases = 84 o Plagiarism cases = 37 cases or 44% of the academic cases • Non-Academic Misconduct Cases = 10 • Behavioural Incident Report Cases = 58
Campus Community Police	• Took part in the Annual Windsor-Essex Regional Emergency Exercise in collaboration with the Cross Border Institute to apply traffic flow models around campus in a hypothetical emergency situation involving the Canadian/US border. • Introduced the "Run, Hide, Fight" strategy for active attacker response to the Residence Service annual training program. • Provided on-site support through the CCP Community Services Office to Head Start, Welcome Week, Open House, Health Fair, Mental Health Awareness Week, International Student Orientation and the Alcohol Education programs. • Trained front line officers in a two-day Mental Health First Aid course that allows for officers to be better prepared when dealing with issues of mental health on campus. • Conducted seven Crime Prevention Through Environmental Design surveys with a view to improving safety and security for users of campus facilities. • Completed the Annual Lighting and Foliage Safety Audit that focuses on providing information to facility services for repairs and on making suggestions for a safer campus. • In support of their successful efforts in administering CPR using an AED three officers were recognized by Essex-Windsor EMS for saving the life of a student who had collapsed while playing basketball at the St. Denis Fieldhouse.
International Student Centre	• Continued collaboration with faculty assisting with outgoing student exchange interviews. • Continued improvement of student study permit collection and follow up as required by the federal government. • Conducted activities for students, including: Summer at the Parks (w/ ISS/VISA), Resume Clinics (CCES), SIN Clinics (Service Canada), Tax Refund form sessions (CRA), Provincial Nominee Program (w/ CIC), US Visa (w/ US Consulate), Legal Advising (CLA), Host for the Holidays, Q&A Soup Series Workshops with campus expert panelists. Topics: Stay warm, stay active; Acing those midterms; Survival Tips for winter; Relationships…it's complicated; Survival Guide to Canada. • Weekly English, French and Spanish Conversation groups.
Outstanding Scholars Program	• Dr. Simon du Toit was appointed the new program coordinator. • The OS offices moved to Essex Hall, Rooms 324 and 323. • Opened an OS Student Lounge in Essex Hall, Room 330. • A transcript notation for completion of the OS program was approved by the Senate. • Funded student travel requests increased, supporting student travel to conferences. • Developed OS Peer Mentoring program for first year students. • Provided information on external awards to all UWindsor students. Our Rhodes Scholars seminar in March saw 38 students participate; and as a result we had 6 strong applicants for the Rhodes scholarship competition in August 2016. • Achieved substantial participation in the 2016 UWill Discover undergraduate research conference. 26 of the 70 student presenters were Outstanding Scholars

	and Outstanding Scholars volunteers were central to the planning and implementation process.
Residence Services	• Hosted Consent workshops in Winter 2016 in partnership with Women's Safety grants. • Held monthly drug and alcohol safety educational workshops. • Made a sizable donation to the Leukemia and Lymphoma Society of Canada in a former staff member's honour. • Redesigned student staff hiring process to be based on competencies and learning goals of the residence life program. • Offered over 250 opportunities for students to participate in residence, campus and off-campus programs, workshops and events. • Increased focus on providing educational rather than punitive sanctions for violations of Residence Community Standards. • Recognized over 115 students for their academic achievement in the fall of 2015.
Student Counselling Centre	• Continued to meet the increasing demand for timely mental health services and also responding to greater number of students presenting in crisis. • Expanded campus wide support with the introduction of additional embedded counsellors in Law and Graduate Studies. • Provided training to students, faculty, staff and the wider Windsor community on a variety of topics (e.g., mental health, first aid, suicide prevention, identifying and referring students in distress). • Secured funding for WellTrack (a computerized skill building program for depression, anxiety, and stress) to the university community. • Ranked 3rd for Mental Health Services at Ontario Universities in Maclean's annual rankings of universities.
Student Success Centre	• Delivered Head Start and Welcome week • The Student Success Centre maximized office space to ensure that all programs and services function in the best way possible. This is a success due to the amount of programs and services that function in Dillon Hall; in some cases, staff made extraordinary efforts for students. • Advising services provided by the Student Success Centre continue to support students. Based on current statistics, there is recognition that additional resources need to be dedicated to this service. • The Lead@UWindsor volunteer program provides student volunteers with opportunities to develop leadership skills by supporting first year students participating in orientation programs. Senior volunteers continue to be essential contributors to recruitment, hiring and training of volunteers and provide valuable input into our orientation programs. • Student Disability Services (SDS) continues to provide academic support for students with a variety of disabilities. The largest growing disability category continues to be students seeking academic accommodation for mental health related disabilities. SDS continues to update policies and procedure documents including those related to how we collect documentation related to students with psychiatric disabilities. Work took place over the course of 15-16 to ensure SDS's processes adhere to the directives provide by the Ministry for Advanced Education and Skills Development. • Writing Support Desk continues to be a highly regarded service by students from all disciplines and levels of study. It is especially important to students whose first language is not English. Number of users continues to grow for this service from year to year.

D.   Challenges

Resources:
- It continues to be the case that the central advising team does not have the human resources to meet the demand of students. For a period of time in 2015-16 there was only one advisor. Despite this, over 4,000 students were seen;
- There is a growing recognition within the Student Affairs community that Service Learning is an important and integral part of the student experience. The Student Success Centre does not have the resources to develop and implement programming in this area;
- Capital issues in residence remain an ongoing challenge which has been exacerbated by declining student enrolment.

Space:
- Turtle Island (Aboriginal Education Centre) was moved into the CAW Centre. While the space is adequate it is understood that this location is temporary and that efforts will be made in the coming years to identify a more suitable location;
- The ground floor of Dillon Hall is both tired and insufficient in terms of space to meet the needs of the programs that are housed in this area.

Programs or Services
- The Co-curricular Transcript remains an under-utilized program;
- Absence of an overall strategic plan specific to student communications, which addresses how the portfolio is using its web pages, social media accounts and other communications vehicles;
- Despite several different approaches and efforts, the number of students going on exchange remains lower than we would like.

2.   **Report**

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

> ***Strategic Priorities – University Strategic Plan:***
>
> 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***
>
>   The majority of the work done by Student Affairs is within this priority. The services and programs that are provided are diverse and in all cases the objectives of these programs place the student experience as the central consideration.
>
>   In terms of successes under this priority, the university is creating thousands of touch points with its students:
>   - Head Start which is run over the summer to support the transition of first year students saw 928 students and 583 parents;
>   - The Welcome Week program and the International Student Centre welcomed over 1,500 domestic and international students ;
>   - The central advising team, which works complementary to program advisors saw just over 4,200 students;
>   - Residence was home to nearly 900 students over the course of the year and strove to ensure each one of them had a great experience that supported their personal and academic development;
>   - The International Student Centre continues to be hub for huge numbers of (nearly 3200) students over the course of the year;

- Campus Police remains committed to service and had nearly 3000 interactions with community members over the year;
- Student Disability Services supported a growing number of students (514) of which the vast majority wrote multiple exams in SDS examination space;
- Turtle Island, despite moving from its long-time location on Sunset (now Turtle Island Walk) continues to deliver important programs and services for Aboriginal and non-Aboriginal students. It has also positioned itself to be an important resource regarding Indigenization efforts that have been underway in the Faculties of Education and Law.

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

   Although Student Affairs only has one program that is directly linked with research, it is an important one. The Outstanding Scholars program is a signature program of the university and is one of only a few programs in Ontario that aims to provide high achieving students with extraordinary research opportunities that enhance their experiences, increase their employability and provide faculty with ready-access to the university's best students to aid in their research efforts. In 2015-2016, 397 students who maintained an average of over 92% participated in this program. This is not an insignificant contribution to the important research that is taking place across campus.

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

   Student Affairs continued to recognize excellence through its annual Going the Extra Mile (GEM) Awards. Staff are also encouraged to seek out professional development opportunities.

   The work of Student Affairs as it relates to the Outstanding Scholars Program contributed to enhancing the attractiveness of the University to prospective and current faculty members by continuing to provide support for faculty research through the Program, and offering a unique opportunity for faculty to engage with students outside the classroom.

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

   Student Affairs continued efforts to create student leadership opportunities within and outside the campus community.

   Various units created or participated in initiatives that reached out to the local community, including:
   - participating in the Campus Community Garden (Turtle Island)
   - participating in the annual Windsor-Essex Regional Emergency exercise (Campus Community Police)
   - provided training to the campus and local community on mental health (Student Counselling Centre)

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

   The International Student Centre has continued to do important work to promote and support students going on international exchanges. Students give the staff high marks for making this process as easy as possible. And incoming exchange students from dozens of countries from across the world also praise the ISC on their efforts to welcome and support them across their experience. There continues to be a desire to increase the number of UWindsor students who go on exchange beyond the 82 students who went on exchange in 2015-16.

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.]

     In July 2016, Student Affairs was transformed into the Office of Student Experience. In 2016-17 and beyond, the priorities of this reformed portfolio will be as follows:
     - Emphasize outreach and the recruitment of Aboriginal students and increase the kinds of transitional supports that are available to incoming Aboriginal students;
     - Increase the capacity of the central advising team and add retention functions to the unit;
     - Re-vision, enhance Head Start and Welcome Week with a view to empowering student leaders to build strong and helpful relationships with incoming students;
     - Implement the Bounce Back mentoring program to aid in the retention of first year and second year students;
     - Ensure there are adequate resources and space to meet the needs of students who are writing exams in Student Disability Services;
     - Enhance the space within Students Disability Services such that staff and students are functioning in space that is on par with other spaces on campus;
     - Reform the Student Success Centre such that there are appropriate leadership resources to ensure those programs and services that are being delivered are evidence-based, are achieving results, and are consistent with the overall direction of the university;
     - Establish a Wellness Centre that brings together Medical Services and Student Counselling Services with a view to ensuring an effective continuum of care and adequate resources to meet the mental health needs of students;
     - Creating student leadership and service learning programs that increase the number of leadership opportunities available to students and to help students make meaningful contributions to communities locally and abroad;
     - Work with partners across the university to develop a sustainable strategy to maintain a residence program;
     - Ensure there is a robust Writing Support Desk and providing information that demonstrates that it is making a measurable contribution to student retention;
     - Build, grow and maintain strong working relationships with the UWSA and Athletics to ensure we are working together to develop well organized and wanted activities that enhance the student experience
     - Work with the university's Sexual Misconduct Response and Prevention Officer to ensure that the university remains a recognized leader in the area of sexual violence prevention and that we are engaging in evidence based activities that have shown to reduce incidences of sexual violence;
     - Carefully assess all programs and services to ensure they are: evidence based; value for money; have satisfactory utilization rates; and are making a measurable contribution that enhances the student experience.

C.   Recommendations for Senate consideration (if any)

     No recommendations.

Appendix 1: Statistics for Services within Student Affairs (now Office of Student Experience)

Department	Service	2012/13	2013/14	2014/15	2015/16
Aboriginal Education Centre	Identified FT Aboriginal Students	179	104	134	122
	Identified PT Aboriginal Students	62	14	11	16
	4Winds STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Beginning Time Teaching Project*	8	24	40	----
	Turtle Island Summer Arts Camp*	10	19	19	----
	*Program under review – no data available				
Academic Integrity Office	Cases filed with University Secretariat	146	231	161	94
	Cases Investigated by the AIO[i]	130	197	69	----
	*With the changes to Senate Bylaw 31 (March 2015), the AIO investigates academic misconduct only at the request of the relevant associate dean.				
Campus Community Police	Total Calls for Service	4397	3437	3598	2873
	Reportable Events - Criminal	302	245	192	153
	Reportable Events - Non Criminal	155	153	202	157
	Total Reports Filed	479	414	412	334
	Crimes Against Persons	16	13	17	10
	Crimes Against Property	232	167	115	105
International Student Centre	International Student Advising Walk-ins and Appointments	4807	3534	4014	3159*
	Uncategorized appointments	-	-	-	581
	Walk-ins and appointments with Health Administrator	-	-	991	941
	Appointments with Program Advisor	1057	495	684	354*
	Appointments with Exchange Administrator	1082	914	994	691
	Outgoing Exchange Students	63	77	81	82
	Incoming Exchange Students	78	71	92	85
	* No International Student Advisor February-April 2016 ** No full time Academic Program Advisor January-April 2016				
Outstanding Scholars Program	Outstanding Scholars Total	423	323	367	397
	1st Year Outstanding Scholar Candidates	236	112	136	152
	2nd Year Outstanding Scholars	75	83	100	98
	3rd Year Outstanding Scholars	66	65	70	86
	4th Year Outstanding Scholars	46	63	61	61
Residence Services	Students in Residence	1310	1186	1077	893
	First Year Students in Residence	658	635	600	492
	Upper Year Students in Residence	489	415	266	192
	International Students in Residence	163	136	211	209
	* For 14/15 and 15/16, 1st year students in residence and upper year students are only domestic. International student category includes 1st year and upper year students.				

Department	Service	2012/13	2013/14	2014/15	2015/16
Student Counselling Centre	Students Served	788	782	812	854
	Appointments	3701	3269	3555	3640
	Crisis Cases	115	134	195	200
	% on Psychiatric Meds	15%	19%	16%	25%
	% International Students Served	9%	9%	10%	10%
	% Residence Students Served	14%	10%	13%	10%
	% Part-time Students Served	12%	10%	10%	7%
	% with Suicidal Thoughts at Intake	34%	32%	35%	32%
Advising	Advising Appointments	5293	4594	5022	4285
	% 1st Year Appointments	22%	16%	14%	21%
	% 2nd Year Appointments	33%	36%	28%	25%
	% 3rd Year Appointments	25%	29%	30%	25%
	% 4th Year Appointments	20%	19%	28%	19%
	% Appointment Type: Academic	32%	19%	11%	7%
	% Appointment Type: Change of Major	9%	26%	5%	4%
	% Appointment Type: General Advising	18%	28%	9%	11%
	% Appointment Type: Walk-in	19%	40%	68%	65%
	% Appointment Type: Degree Planning	22%	14%	11%	10%
	% Appointment Type: Transfer Advising	NA	12%	16%	2%
Connecting4Success	Total Students Participating	172	196	259	211
	First Generation Students Participating	159	132	155	129
	Other Students Participating	13	64	104	82
	Mentors	204	271	282	162
	% Students Completing Academic Year	80%	73%	86%	88%
Disability Services	Students Registered with SDS	518	450	372	514
	Disabilities Supported	642	622	588	621
	Exam Accommodations	4000	3558	3500	3843
	Supported by Learning Strategist	145	126	148	145
	Supported by Assistive Technologist	137	130	152	159
Writing Support	Students Served - Fall	486	474	974	1116
	Students Served - Winter	515	545	1181	1255
	Students Served - Summer	NA	330	480	694