

Annual Student Affairs Report to Senate - 2015-2016

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;
- 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:***

- N/A

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

- N/A

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

- Encourage and support increasing numbers of domestic students to study abroad.

C. Successes

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| <p>Aboriginal Education Centre (Turtle Island)</p> | <ul style="list-style-type: none"> • 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. |
| <p>Academic Integrity Office</p> | <ul style="list-style-type: none"> • Academic Misconduct Cases = 84 <ul style="list-style-type: none"> ○ Plagiarism cases = 37 cases or 44% of the academic cases • Non-Academic Misconduct Cases = 10 • Behavioural Incident Report Cases = 58 |

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| Campus Community Police | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

Not-applicable

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

Not-applicable

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 |
|--|--|---------|---------|---------|---------|
| <u>Aboriginal Education Centre</u> | 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 | | | | |
| <u>Academic Integrity Office</u> | Cases filed with University Secretariat | 146 | 231 | 161 | 94 |
| | Cases Investigated by the AIOi | 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. | | | | |
| <u>Campus Community Police</u> | 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 |
| <u>International Student Centre</u> | 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 | | | | |
| <u>Outstanding Scholars Program</u> | 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 |
| <u>Residence Services</u> | 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 |